DOCUMENT RESUME

ED 059 254 TM 001 069

TITLE	Distribution of Educational Performance and Related Factors in Michigan: A Supplement.
INSTITUTION	Michigan State Dept. of Education, Lansing.
REPORT NO	AR-8
PUB DATE	71
NOTE	64p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Academic Achievement; *Academic Performance; *Basic Skills; Educational Accountability; Educational Finance; Educational Programs; Educational Resources; Goal Orientation; Grade 4; Grade 7; Research Problems; Schools; School Systems; Self Concept; Social Background; *Socioeconomic Status; Student Attitudes; *Tables (Data); Testing Problems
IDENTIFIERS	*Michigan Educational Assessment Program

ABSTRACT

Educational distribution tables were constructed which indicate that, generally, schools and school districts that scored in the upper (or middle, or lower) third of a ranking of Michigan districts on composite achievement also ran high (or middle, or low) on other assessment measures. The same type of relationship was generally found between rankings of schools on socioeconomic status and other assessment measures. (MS)

ED 059254

DISTRIBUTION OF EDUCATIONAL PERFORMANCE

AND RELATED FACTORS

IN MICHIGAN: A SUPPLEMENT

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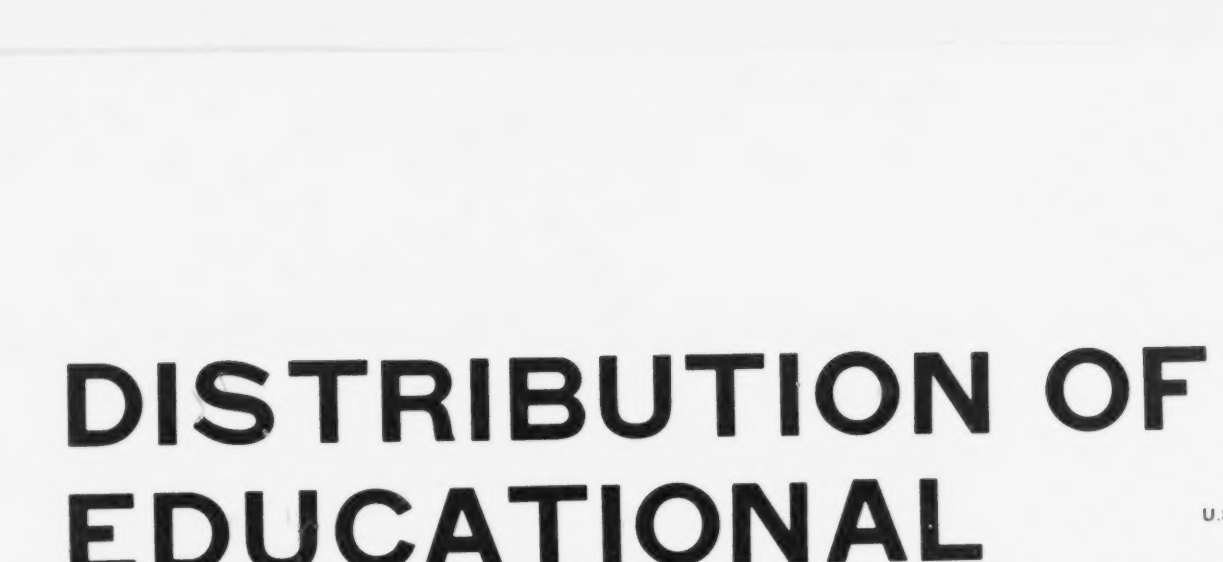
ASSESSMENT REPORT NO. 8



MICHIGAN DEPARTMENT OF EDUCATION 1971

TI 001 069

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FOREWORD

The Michigan Assessment Program was initiated by the State Board of Education, supported by the Governor, and funded by the Legislature through enactment of Public Law 307 in August, 1969. The goal of the Program is to provide educators and citizens with information regarding the status and progress of Michigan's educational system so that they may make more informed decisions about education in the State.

Three major purposes guided the design and operation of the 1969-70 Michigan Assessment Program. The three purposes were:

1. to gather data which would show the levels of educational performance and the levels of certain factors related to performance within Michigan's geographic regions and community types;

2. to gather data which would indicate the ways in which educational performance and certain factors related to performance are distributed in Michigan; and

3. to provide local school district officials and citizens with information regarding their own school district and its schools.

Data gathered regarding the second purpose is presented in this, the fifth, public report of the findings of the Assessment Program, Distribution of Educational Performance and Related Factors in Michigan: Supplement (Lansing, Michigan: Assessment Report No. 8, Michigan Department of Education, 1970).

Thanks are due to a large number of individuals and groups for making the Michigan Assessment Program a reality: the State Board of Education for proposing it, the Governor and Legislature for actively supporting it, and Michigan educators for assisting with it. The Program was designed and administered by the Bureau of Research, Evaluation, and Assessment, Michigan Department of Education, with the counsel of several ad hoc advisory groups.

John W. Porter,
Superintendent of
Public Instruction

INTRODUCTION

This report contains a series of educational distribution tables for Michigan and for Michigan's regions. The tables were prepared to provide answers to two important sets of questions:

1-a DO SCHOOL DISTRICTS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN DISTRICTS ON COMPOSITE ACHIEVEMENT ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

1-b DO SCHOOLS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN SCHOOLS ON COMPOSITE ACHIEVEMENT ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

2-a DO SCHOOL DISTRICTS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN DISTRICTS ON SOCIOECONOMIC STATUS ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

2-b DO SCHOOLS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN SCHOOLS ON SOCIOECONOMIC STATUS ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

The first two of these questions were asked because of the importance of knowing what factors--both student factors and school factors--bear a relationship to childrens' levels of basic skills achievement in Michigan's schools. The latter two questions were asked because a great deal of research indicates that students' background characteristics are related not only to their achievement level, but also to the levels at which their schools are supported and to the characteristics of the

teachers employed in their schools.[1]

The remainder of this report has five chapters. Chapter I discusses the limits of educational assessment data, and the cautions that must be exercised in their interpretation. Chapter II describes the measures used in the educational assessment program. Chapter III explains the construction and interpretation of the educational distribution tables included in the report. Chapter IV presents educational distribution tables which were constructed to answer the first two questions listed above. Chapter V presents educational distribution tables designed to answer the second two questions listed above. Brief written summaries of the findings of the major tables are also provided in these chapters for the reader's convenience. Chapter VI summarizes the results presented in Chapters IV and V. A map that defines Michigan's four regions is presented in the Appendix.

[1] For reviews of literature in this area see: James W. Guthrie, "A Survey of School Effectiveness Studies," Do Teachers Make a Difference? (Washington, D.C.: U.S. Government Printing Office, 1970); Elsa Rosenthal, A Survey of Attempts to Measure the Performance of Educational Systems (Princeton, N.J.: Educational Testing Service, 1968); and Thomas P. Wilbur, Research into the Correlates of School Performance: A Review and Summary of Literature (Lansing, Michigan: Michigan Department of Education, 1970). For an excellent recent discussion of socioeconomic status and its relation to educational achievement see: Arvid J. Burke, James A. Kelly, and Walter I. Garms, Educational Programs for the Culturally Deprived: Need and Cost Differentials (Albany, New York: State University of New York, 1970), pp. B1-B33.

CHAPTER I

LIMITS AND CAUTIONS

It is the purpose of this section to discuss in detail the limits of educational assessment data and the cautions that should be exercised in their interpretation. All educational evaluation and assessment information is subject to limits. While the data presented are considered to be valid for answering the question posed in this report, they may not be equally valid for other purposes. The following discussion is intended to indicate the general limitations of the data cited in this report.

Limits of the Educational Assessment Data

Defining the Goals of Education

Michigan's schools serve a variety of purposes. They obviously exist to teach the basic skills of reading, writing, and arithmetic. In addition, most would agree that they also exist to teach such things as an understanding of government, an appreciation for other people, and an understanding of the methods of science. However, the 1969-70 educational assessment effort only measured childrens' vocabulary levels, childrens' reading levels, the levels of childrens' knowledge of the mechanics of written English, and the levels of childrens' understanding of mathematics concepts. Thus--although a document tentatively delineating a more comprehensive list of Michigan's educational goals is presently being circulated[2]--it must be understood that the 1969-70 educational assessment

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[2] The Common Goals of Michigan Education (Tentative) (Lansing, Michigan: Michigan Department of Education, September 1970).

effort only measured a part of the goals of the educational system.

Measuring School/Pupil Performance

Most people agree on what constitutes the fundamentals of basic skills achievement--reading, writing, and arithmetic. It is less simple, however, to devise a test that will accurately measure the achievement levels of disparate groups of children.

As an example, children of poor, rural Indian parents; children of working-class urban, black parents; and children of affluent, suburban white parents all have unique ways of expressing themselves. To the extent that the children have different speech and language habits, it is difficult to devise a single test that fairly measures their achievement in say, written English. The reader is cautioned, therefore, that responses to the assessment battery may not be a completely accurate reflection of the skills of some groups of children.

Measuring Student Background

Socioeconomic status (SES) is a difficult concept to define--in fact no single definition of it will suit everyone. Once it has been defined, however arbitrarily, it is even more difficult to measure and index.

There are two reasons that the 1969-70 educational assessment program estimated socioeconomic status and reported SES information in this report. First, many studies--most notably, the so-called Coleman Report--have shown a relationship between student background characteristics and student achievement. Second, a number of studies have shown a relationship between student background characteristics and the financial levels at which schools are supported. These studies have also shown a relationship between SES and certain qualities of instructional staffs. In short,

socioeconomic status is thought to have an influence on both student achievement and on school characteristics. Therefore, it is included as an educational assessment measure in order that we may have an idea of the operation of the total school system. Student socioeconomic status is often thought to be a function of three major factors: (1) family income; (2) parents' educational level; and (3) parents' occupation. Additionally, such factors as (4) housing quality and crowdedness; (5) family structure and stability; and (6) population density are thought to be indicators of SES.

Below are discussed four methods of estimating the social and economic backgrounds of students. Although all four have limitations, the second of these methods was used in gathering data for this report. It was selected because it appeared to best meet the needs of the program for valid data within reasonable cost requirements.

(1) The first method of obtaining SES data is through parent interviews. This method is potentially the most accurate because it is possible to ask parents direct questions about their status in terms of the factors listed above. However, this method is also prohibitively expensive because of the great number of parents that would have to be interviewed.

(2) The second method of obtaining SES data is through student estimates. This method has been shown to be reasonably valid--particularly for groups of children--and is inexpensive. The method is limited in that some children--particularly young children--do not know important things about their families, including income and occupation. Therefore, the method must ask for indirect estimates of background factors. This method of estimating SES was used in gathering data for this report.

(3) The third method of obtaining SES data is through educator estimates of students' characteristics. This method is not thought to be as good as the one discussed above because educators must attempt to estimate the backgrounds of groups of children--and they are often not fully aware of the background of each child in the group.

(4) The fourth method of obtaining SES data is through the use of census-type data such as that collected every ten years by the U.S. Department of Commerce, that collected by welfare agencies, and so forth. These data are often thought to provide the best possible estimate of students' backgrounds. However, there are three serious limitations to census-type data: (1) they are often out-dated (the most recent available U.S. census data are over ten years old); (b) they are often collected on a city or county basis--and these political units are often not coterminous with school and district boundaries; and (c) these data are often not a good estimate of the SES of public school children--particularly in areas where a great many children attend nonpublic schools.

In summary, the 1969-70 educational assessment program used the second of the above methods. That is, twelve questions were asked of fourth and seventh grade children about their backgrounds and their answers were analyzed for their school (no information on the SES of individual children is available from the program). Hence, the socio-economic status scores must be considered and interpreted as estimates of the social and economic background of groups of students.

Measuring School Resources

There are three major difficulties in obtaining school resources data for large-scale assessments such as the 1969-70 Michigan Educational Assessment Program.

First--despite a great deal of sophisticated educational research--

it is impossible to understand with certainty which school-related factors have an impact on educational performance and should therefore be measured. It is obvious that evaluators do not have the resources to measure all aspects of educational programs--what is less obvious is that they do not presently have a complete understanding of what aspects of educational systems are critical for learning. This problem is complicated by the likelihood that different groups of children are influenced by different school-related factors.

Second, it is presently impossible to obtain certain important measures on a school-by-school basis. For example, measures of the amount of educational finances expended on children are available only at the district level in Michigan, at the present time.

Third, local educators are faced with the need to provide State and Federal governmental agencies with a great deal of data regarding their districts, schools, and children. Hence, assessment efforts must strive for parsimonious collection of data--even if it means that possibly important measures cannot be obtained.

Cautions to be Exercised in Interpretation

Complexity of the Program

The 1969-70 Michigan Educational Assessment Program was a very large and complex undertaking. It gathered a great deal of data from 320,000 students in approximately 3,200 schools in over 600 school districts across the State. Therefore, the results are, of necessity, complicated. In this report, the data are presented in the form of educational distribution tables for the fourth and seventh grades in districts and schools throughout the State. Explanations of the district and school

distribution tables are provided to help the reader interpret the information they present. THE READER IS CAUTIONED NOT TO GO BEYOND THE TYPES OF INTERPRETATIONS PRESENTED.

Inferences Regarding Relationships among Measures

The reader is cautioned against drawing conclusions about cause-and-effect relationships between factors reported in the educational assessment program. The educational distribution tables display the levels at which districts or schools which were high, middle, or low on composite achievement--or socioeconomic status--scored on the remaining educational assessment measures. THE DISTRIBUTION TABLES ONLY SHOW LEVELS OF GROUPS OF DISTRICTS OR SCHOOLS AND DO NOT SHOW CAUSE-AND-EFFECT RELATIONSHIPS. For example, those districts at a high level on the measure of socioeconomic status are also at a high level on K-12 instructional expense per pupil. However, this does not prove that the high level of socioeconomic status is the reason these districts were also at a high level on the measure of K-12 instructional expense per pupil, even though high socioeconomic status is likely one of the principal reasons for high K-12 instructional expense per pupil. These data, therefore, should not be interpreted to either accept or reject the possibility that cause-and-effect relationships exist. This report in the assessment series further explores the question of relationships among assessment measures; however, it is extremely difficult to establish cause-and-effect from the kinds of relationships shown in educational research.

CHAPTER II

THE EDUCATIONAL ASSESSMENT MEASURES USED IN THIS REPORT

It is the purpose of this section to list and describe each of the eighteen 1969-70 educational assessment measures.

Socioeconomic Background

Socioeconomic Status

The 1969-70 educational assessment battery included thirteen questions designed to gather information regarding the socioeconomic background of groups of students. The responses to these questions were analyzed at the district and school levels. The SES measure is assumed to be indicative of students' perceptions of such things as the educational level of parents and their general economic level.

Attitudes and Aspirations

Attitude A: Importance of School Achievement

The educational assessment battery also included twelve questions designed to gather information regarding students' attitudes and aspirations. Several of these questions dealt with students' perceptions of the importance of doing well in school. The responses were analyzed at the district and school levels.

Attitude B: Self Perception

Several of the twelve attitude and aspiration questions dealt with students' perceptions about themselves. Students' responses were also

analyzed at the district and school levels.

Attitude C: Attitude toward School

Several of the twelve attitude and aspiration questions dealt with students' attitudes towards their school. These also were analyzed at the district and school levels.

1968-69 District Human Resources Measures

Pupil/Teacher Ratio

The pupil/teacher ratio for each district was computed from records held in the Department of Education. It was computed by dividing the number of students in the district (as of the "fourth Friday" of the school year) by the number of teachers (as listed on the Department's Register of Professional Personnel).

Average Years Teaching Experience

The average number of years of experience for teachers in each district was computed from records held in the Michigan Department of Education.

Percentage of Teachers with Masters Degree

The per cent of teachers in each district who had completed at least a masters degree was computed from records held in the Michigan Department of Education.

Average Teacher Salary

The average teacher's salary for each district was computed from records held in the Michigan Department of Education.

1968-69 District Financial Resource Measures

State Equalized Valuation (Per Pupil)

This measure was obtained from school district financial records held in the Department of Education. It was calculated by dividing the district's state equalized valuation by its number of pupils (as of the "fourth Friday" of the school year).

Local Revenue (Per Pupil)

This measure was obtained from Department of Education records. It was computed by dividing the amount of money raised locally for public education (less money for community colleges) by the number of pupils in the district (as of the "fourth Friday" of the school year).

State School Aid (Per Pupil)

This measure was obtained from Department of Education records. It was computed by dividing the amount of money received from the State for public education (less money for community colleges) by the number of pupils in the district (as of the "fourth Friday" of the school year).

K-12 Instructional Expense (Per Pupil)

The K-12 instructional expense per pupil was also computed for each district from records held in the Department of Education. It was computed by dividing the district's total instructional expense (less community college instructional expense) by the number of pupils in the district (as of the "fourth Friday" of the school year).

Total Current Operating Expense (Per Pupil)

This measure was obtained from records held in the Department of Education. It was computed by dividing the district's total current

operating expenditure (less community college expenditure) by the number of pupils in the district (as of the "fourth Friday" of the school year).

Vocabulary

Vocabulary

The Assessment Battery included fifty verbal analogy problems which measured students' knowledge of the meanings of words and their relationships. The vocabulary score was obtained from the number of correct responses to these problems.

Basic Skills Achievement

Reading

The Assessment Battery included forty questions which tested students' reading achievement, vocabulary, and paragraph comprehension. The reading score was obtained from the number of correct responses to these questions.

English Expression

The Assessment Battery included forty-five questions at the fourth grade level and fifty-five questions at the seventh grade level which tested students' ability to recognize errors in spelling, use effective expression, identify correct word choices, and apply rules of grammar, punctuation, and capitalization. The English expression score was obtained from the number of correct responses to these questions.

Mathematics

The Assessment Battery included thirty questions which tested pupils' achievement in reasoning and problem solving, geometry and measurement,

numbers and operations, relations, functions and graphs, and mathematical sentences and systems. The mathematics score was obtained from the number of correct responses to these questions.

Composite Achievement

The composite achievement score was built by averaging the scores of the reading, English expression, and mathematics sections of the Assessment Battery. THE VOCABULARY SCORE WAS NOT INCLUDED IN THE COMPOSITE ACHIEVEMENT SCORE.

CHAPTER III

EXPLANATION AND CONSTRUCTION OF THE EDUCATIONAL DISTRIBUTION TABLES

It is the purpose of this chapter to explain in detail the construction of the educational distribution tables based on composite achievement scores. There are four general types of tables included in this report. The two types are the district tables and school tables based on composite achievement scores. The other two types are the district tables and school tables based on socioeconomic status scores. The example used in the following discussion is based on district composite achievement scores. Essentially the same procedures were used in constructing district level distribution tables based on socioeconomic status scores and in constructing all of the school level distribution tables.

Tables designed to show the distribution of district level educational assessment measures in terms of composite achievement were constructed as follows:

1. A percentile distribution was prepared for each of the educational assessment measures. Each percentile distribution is a ranking of district scores which is divided into one hundred equal parts. Each part has an equal number--one percent--of the total number of district scores. Percentile distributions are useful in showing where a percentile score lies in relation to other scores. A score which is at the fiftieth percentile is at the median or middle of the distribution; a score at the seventy-fifth percentile is above seventy-five per cent--or three quarters--of the scores in the distribution.

2. The State's districts were ranked in order according to their score on composite achievement and this ranking was divided into equal thirds. Thus, "upper," "middle," and "lower" thirds were formed on the basis of the composite achievement scores.

3. The average district score on composite achievement was computed for each third. Thus, there was an average score for the "upper" third; an average score for the "middle" third; and an average score for the "lower" third.

4. The average scores on the remaining seventeen educational assessment measures were computed for the upper, middle, and lower thirds. Thus, for all district tables, an average score on socioeconomic status, importance of school achievement, self perception, attitude toward school, pupil/teacher ratio, average years teaching experience, percentage of teachers with masters or above, average teacher salary, state equalized valuation per pupil, local revenue per pupil, K-12 instructional expense per pupil, total current operating expense per pupil, vocabulary, reading, English expression, and mathematics was computed for the upper, middle, and lower thirds. It should be noted that for all school tables an average score on only eight other assessment measures was computed for the upper, middle, and lower thirds. These measures were socioeconomic status, importance of school achievement, self perception, attitude toward school, vocabulary, reading, English expression, and mathematics. (The reason for the omission of the remaining measures is that this information was not collected at the school level.)

5. In order to graphically portray these scores they were placed onto the percentile distributions constructed in step one (above).

Figure 1 is an exact copy of the educational distribution table that was constructed using fourth grade, state-wide district data. It illustrates how the composite achievement tables were constructed. It was prepared as follows:

1. A percentile distribution was prepared for each of the educational assessment measures using fourth grade data. These percentile distributions show that the median district in the state had a score of 48.03 on socioeconomic status, 49.25 on importance of school achievement, 49.55 on self-perception, 51.15 on attitude toward school, and so on. The numbers are shown in Figure 1.

2. The State's school districts were ranked in order according to their score on fourth grade composite achievement and this ranking was divided into equal thirds. Thus, there were upper, middle, and lower thirds according to fourth grade composite achievement. Then, the average district score on composite achievement was computed for each third. Thus, the average score on composite achievement was 53.77 for the upper third, 50.93 for the middle third, and 48.90 for the lower third.

3. The average scores on the remaining educational assessment measures were computed for the upper, middle, and lower thirds. The average score on socioeconomic status was 49.87 in the upper third, 48.36 for the middle third, and 47.18 for the lower third. The average score on importance of school achievement was 49.21 for the

upper third, 48.83 for the middle third, and 48.96 for the lower third. And so on.

4. In order to graphically portray these scores they were placed onto the percentile distribution shown in Figure 1. The average score for the upper third on composite achievement which was computed as 53.77, is indicated by a small triangle between the scores 53.53 and 54.20 on the percentile distribution. This score fell at about the eighty-seventh percentile in the state-wide distribution. Likewise, the score on socioeconomic status for the upper third, which was computed as 49.87, was at the seventy-fifth percentile; and the score on importance of school achievement for the upper third, which was computed at 49.21, was at the forty-ninth percentile. And so on.

Finally, the scores of the upper third districts on the various educational assessment measures were indicated by triangles (△); the scores of the middle third districts were indicated by squares (□); and the scores of the lower third districts were indicated by circles (○). The scores in each third were connected by solid lines. These lines indicate a generally affirmative answer to the question "Do school districts that score in the upper (or middle, or lower) third of a ranking of Michigan districts on composite achievement also score relatively high (or in the middle, or relatively low) on certain other assessment measures?" It is acknowledged that exceptions in the table weaken the strength of an affirmative answer to this question. For example, exceptions occur at importance of school achievement, average years of teaching experience, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the middle third districts on composite achievement scored below the lower third districts.

An apparent exception in the table is state school aid per pupil, in which the upper third districts score below the other thirds. HOWEVER, THIS RESULT IS NOT AN EXCEPTION. Bear in mind that there is a high relationship between state equalized valuation per pupil and composite achievement; and that under the state school aid formula districts with the

highest state equalized valuation per pupil receive the least state school aid per pupil. Therefore, an inverse relationship between state school aid per pupil and composite achievement might be expected. In other words, a district that scored in the upper third on composite achievement would most likely be high in state equalized valuation per pupil and therefore low on state school aid per pupil. And a district that scored in the lower third on composite achievement would, for the opposite reason, be expected to score high on state school aid per pupil.

The tables designed to show the distribution of educational assessment measures in terms of socioeconomic status were constructed in the same manner. The only difference is that the districts or schools were first ranked and divided into high, middle, and low thirds on the basis of socioeconomic status instead of composite achievement, and then the average schools on the upper, middle and lower thirds were computed from the remaining measures.

CHAPTER IV

PRESENTATION OF THE EDUCATIONAL DISTRIBUTION TABLES BASED ON COMPOSITE ACHIEVEMENT SCORES

It is the purpose of this chapter to present state-wide and regional educational distribution tables which are based on district level or school level composite achievement scores. These tables will indicate the answers to the first set of questions (1-a, 1-b) listed in the introduction to this report. The initial section of this chapter presents district level tables for the State as a whole and for each geographic region. The final section of this chapter presents school level tables for the State as a whole and for each region. It should be noted that written summaries are provided for all state-wide tables. All regional tables are provided for the interested reader without written summaries.

Tables Using District Level Data

This section presents educational distribution tables intended to answer the question "Do school districts that score in the upper (or middle, or lower) third of a ranking of Michigan districts on composite achievement also score relatively high (or in the middle, or relatively low) on certain other assessment measures?"

State-wide Tables

This section presents the state-wide, district level tables. Written summaries of the fourth and seventh grade tables are provided for the readers' convenience.

Fourth Grade Summary

The fourth grade composite achievement table indicates: (1) Those districts that scored in the upper third on composite achievement on the average scored highest on all other educational assessment measures. Because of the inverse relationship explained in Chapter III, state school aid per pupil is not an exception. (2) Those districts that scored in the middle third on composite achievement on the average scored between the upper and lower third on nine of the other educational assessment measures. Exceptions were importance of school achievement, average years of teaching experience, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the middle third scored below the lower third. Also pupil/teacher ratio and K-12 instructional expense per pupil were at the same level as the lower third. (3) Those districts that scored in the lower third on composite achievement scored lowest on nine of the other measures. Exceptions were importance of school achievement, average years of teaching experience, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the lower third scored above the middle third. Also, the districts in the lower third scored at the same level as districts in the middle third on pupil/teacher ratio and K-12 instructional expense per pupil.

Seventh Grade Summary

The seventh grade composite achievement table indicates: (1) Those districts that scored in the upper third on composite achievement scored highest on most of the other educational assessment measures. However, the upper third scored at the same level as the lower third on importance

of school achievement and scored below the middle third on attitude toward school. (2) Those districts that scored in the middle third on composite achievement scored between the upper and lower third on ten of the seventeen other educational assessment measures. Exceptions were importance of school achievement, percentage of teachers with masters or above, average teacher salary, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the middle third scored below the lower third. Also attitude toward school was above the upper and lower thirds. (3) Those districts that scored in the lower third on composite achievement scored lowest on eleven of the seventeen other educational assessment measures. Exceptions were importance of school achievement, percentage of teachers with masters or above, average teacher salary, state equalized valuation per pupil, local revenue per pupil, and total current operating expense per pupil in which the lower third scored above the middle third.

Regional Tables

This section presents the regional, district level tables without written summaries. However, these tables can be interpreted in essentially the same manner as the previsouly explained state-wide tables.

Tables Using School Level Data

This section presents educational distribution tables intended to answer the question "Do schools that score in the upper (or middle, or lower third) of a ranking of Michigan schools on composite achievement also score relatively high (or in the middle, or relatively low) on certain other assessment measures?"

State-wide Tables

This section presents the state-wide, school level tables. Written summaries of the fourth and seventh grade tables are provided for the reader's convenience.

Fourth Grade Summary

The fourth grade composite achievement table indicates: (1) Those schools that scored in the upper third on composite achievement on the average scored highest on all of the other educational assessment measures except importance of school achievement. On this measure, the schools in the upper third scored below the schools that scored in the lower third on composite achievement. (2) Those schools that scored in the middle third on composite achievement scored on the average between the upper and lower thirds on all of the other measures except importance of school achievement. On this measure the schools in the middle third scored below the schools that scored in the upper and lower thirds on composite achievement. (3) Those schools that scored in the lower third on composite achievement scored on the average lowest on all of the other measures except importance of school achievement on which they scored above the upper and middle thirds.

Seventh Grade Summary

The seventh grade composite achievement table indicates: (1) Those schools that scored in the upper third on composite achievement scored on the average highest on all of the other educational assessment measures except importance of school achievement on which they were below schools that scored in the lower third on composite achievement. (2) Those schools that scored in the middle third on composite achievement scored

on the average between the upper and lower thirds on all of the other measures except importance of school achievement. On this measure, the schools in the middle third scored below the schools in the upper and lower thirds. (3) Those schools that scored in the lower third on composite achievement scored on the average lowest on all of the other measures except importance of school achievement on which they scored above the upper and middle thirds.

Regional Tables

This section presents the regional, school level tables without written summaries. However, these tables can be interpreted in essentially the same manner as the previously explained state-wide tables.

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **MICHIGAN** CLASSIFIED INTO UPPER, MIDDLE, OR

Grade 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE: SES — SOCIO ECONOMIC STATUS	ATTITUDES AND ASPIRATIONS — A IMPORTANCE OF SCHOOL ACHIEVEMENT	ATTITUDES AND ASPIRATIONS — B SELF PERCEPTION	ATTITUDES AND ASPIRATIONS — C ATTITUDE TOWARD SCHOOL	SCHOOL HUMAN RESOURCES — PUPIL/TEACHER RATIO	SCHOOL HUMAN RESOURCES — AVERAGE YEARS TEACHING EXPERIENCE	SCHOOL HUMAN RESOURCES — PER CENT OF TEACHERS WITH MASTERS DEGREES	SCHOOL HUMAN RESOURCES — AVERAGE TEACHER SALARY
95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	$9874
90	52.18	51.49	51.84	53.55	20.59	13.39	33.26	9492
85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
80	50.45	50.75	50.88	52.65	21.82	12.09	26.23	8969
75	49.87	50.42	50.60	52.40	22.31	11.57	24.21	8774
70	49.36	50.13	50.37	52.11	22.79	11.18	22.52	8661
65	48.94	49.89	50.16	51.77	23.19	10.82	20.53	8549
60	48.59	49.66	49.97	51.37	23.53	10.45	18.96	8436
55	48.30	49.45	49.78	51.38	23.86	10.07	17.85	8331
50	48.03	49.25	49.55	51.15	24.20	9.69	16.73	8230
45	47.76	49.00	49.30	50.87	24.54	9.32	15.65	8129
40	47.46	48.76	49.08	50.60	24.87	8.97	14.58	8028
35	47.16	48.44	48.85	50.36	25.27	8.62	13.51	7919
30	46.87	48.14	48.60	50.10	25.71	8.26	12.30	7806
25	46.53	47.86	48.32	49.84	26.15	7.88	11.09	7693
20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	7564
15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

Grade 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE: SES — SOCIO ECONOMIC STATUS	ATTITUDES AND ASPIRATIONS — A IMPORTANCE OF SCHOOL ACHIEVEMENT	ATTITUDES AND ASPIRATIONS — B SELF PERCEPTION	ATTITUDES AND ASPIRATIONS — C ATTITUDE TOWARD SCHOOL	SCHOOL HUMAN RESOURCES — PUPIL/TEACHER RATIO	SCHOOL HUMAN RESOURCES — AVERAGE YEARS TEACHING EXPERIENCE	SCHOOL HUMAN RESOURCES — PER CENT OF TEACHERS WITH MASTERS DEGREES	SCHOOL HUMAN RESOURCES — AVERAGE TEACHER SALARY
95	54.74	52.62	52.71	55.87	19.33	14.17	37.77	$9883
90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505
85	51.15	51.29	51.30	54.35	21.37	12.53	29.70	9203
80	50.31	50.95	50.91	53.88	21.85	12.00	26.50	8988
75	49.58	50.65	50.60	53.48	22.34	11.49	24.38	8786
70	49.04	50.39	50.35	53.14	22.83	11.13	22.74	8676
65	48.53	50.14	50.12	52.83	23.21	10.77	20.83	8565
60	48.11	49.91	49.89	52.55	23.54	10.41	19.15	8455
55	47.78	49.69	49.68	52.28	23.87	10.03	18.06	8350
50	47.44	49.49	49.48	51.93	24.20	9.65	16.97	8251
45	47.08	49.28	49.28	51.57	24.53	9.29	15.90	8153
40	46.69	49.06	49.02	51.22	24.86	8.94	14.85	8054
35	46.22	48.83	48.74	50.87	25.25	8.60	13.80	7949
30	45.87	48.56	48.50	50.49	25.68	8.24	12.65	7836
25	45.43	48.25	48.26	50.09	26.11	7.87	11.47	7723
20	44.99	47.87	47.80	49.66	26.54	7.50	10.13	7611
15	44.52	47.46	47.40	49.25	26.97	6.97	8.09	7416
10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213
5	42.86	46.15	45.75	46.70	29.11	5.68	1.30	6445

DISTRICTS
LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27083	$655	$403	$597	$792	54.99	55.24	55.78	55.69	55.21
21696	513	385	541	734	53.85	54.24	54.50	54.35	54.20
19121	446	371	511	681	53.22	53.62	53.71	53.58	53.53
17500	408	360	490	655	52.72	53.09	53.25	52.97	52.99
16170	380	349	472	633	52.24	52.57	52.70	52.50	52.57
15052	356	339	457	613	51.90	52.21	52.29	52.10	52.16
14147	334	329	442	600	51.57	51.93	51.90	51.73	51.81
13242	316	320	432	588	51.25	51.67	51.55	51.46	51.53
12407	301	301	423	578	50.90	51.44	51.21	51.20	51.27
11888	286	302	414	565	50.60	51.20	50.89	50.93	50.95
11368	271	293	406	555	50.34	50.89	50.51	50.60	50.64
10849	258	285	397	545	50.05	50.54	50.20	50.18	50.36
10330	244	277	390	534	49.75	50.17	49.92	49.83	50.07
9811	231	270	383	525	49.37	49.84	49.63	49.44	49.77
9229	216	263	375	515	48.90	49.48	49.31	48.96	49.39
8554	201	256	368	505	48.47	49.03	48.92	48.39	48.94
7879	185	242	360	496	48.01	48.46	48.45	47.82	48.40
7204	166	227	335	478	47.37	47.59	47.59	47.09	47.62
6529	136	196	288	448	46.38	46.18	45.98	46.10	46.44

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27012	$636	$403	$599	$788	54.87	54.79	55.04	55.88	55.05
21447	504	386	543	732	53.52	53.72	54.00	54.42	53.94
18950	442	371	512	681	52.81	53.10	53.38	53.68	53.25
17429	407	360	491	655	52.32	52.53	52.90	53.10	52.73
16123	379	349	474	634	51.95	52.12	52.29	52.62	52.20
15038	356	339	459	614	51.57	51.74	51.95	52.15	51.88
14153	334	329	444	601	51.16	51.50	51.61	51.75	51.57
13269	316	320	434	589	50.85	51.26	51.22	51.47	51.27
12431	301	301	425	578	50.55	50.92	50.94	51.18	50.99
11907	286	302	417	567	50.27	50.59	50.64	50.87	50.72
11383	272	293	408	557	50.00	50.28	50.31	50.50	50.42
10859	259	285	400	547	49.73	49.98	49.95	50.12	50.12
10335	245	278	392	537	49.47	49.69	49.63	49.79	49.81
9811	232	271	385	527	49.19	49.42	49.35	49.52	49.53
9228	217	264	378	518	48.89	49.15	49.01	49.25	49.24
8560	202	257	371	509	48.51	48.86	48.63	48.90	48.92
7891	186	244	363	499	47.97	48.52	48.26	48.44	48.51
7223	167	229	345	490	47.24	47.91	47.49	47.85	47.89
6554	138	198	315	469	46.21	46.58	46.52	46.57	46.83

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 1**
CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	$9874
90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	9492
85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
80	50.45	50.75	50.88	52.65	21.82	12.09	26.23	8969
75	49.87	50.42	50.60	52.40	22.31	11.57	24.21	8774
70	49.36	50.13	50.37	52.11	22.79	11.18	22.52	8661
65	48.94	49.89	50.16	51.77	23.19	10.82	20.53	8549
60	48.59	49.66	49.97	51.57	23.53	10.45	18.96	8436
55	48.30	49.45	49.78	51.38	23.86	10.07	17.85	8331
50	48.03	49.25	49.59	51.15	24.20	9.69	16.73	8230
45	47.76	49.00	49.30	50.87	24.54	9.32	15.65	8129
40	47.46	48.76	49.08	50.60	24.87	8.97	14.58	8028
35	47.16	48.44	48.85	50.36	25.27	8.62	13.51	7919
30	46.87	48.14	48.60	50.10	25.71	8.26	12.30	7806
25	46.53	47.86	48.32	49.84	26.15	7.88	11.09	7693
20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	7564
15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

GRADE 7

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.74	52.62	52.71	55.87	19.33	14.17	37.77	$9883
90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505
85	51.15	51.29	51.30	54.35	21.37	12.53	29.70	9203
80	50.31	50.95	50.91	53.88	21.85	12.00	26.50	8988
75	49.58	50.65	50.60	53.48	22.34	11.49	24.38	8786
70	49.04	50.39	50.35	53.14	22.83	11.13	22.74	8676
65	48.53	50.14	50.12	52.83	23.21	10.77	20.83	8565
60	48.11	49.91	49.90	52.55	23.54	10.41	19.15	8455
55	47.78	49.69	49.68	52.28	23.87	10.03	18.06	8350
50	47.44	49.49	49.48	51.93	24.20	9.65	16.97	8251
45	47.08	49.28	49.28	51.57	24.53	9.29	15.90	8153
40	46.69	49.06	49.02	51.22	24.86	8.94	14.85	8054
35	46.22	48.83	48.74	50.87	25.25	8.60	13.80	7949
30	45.87	48.56	48.50	50.49	25.68	8.24	12.65	7836
25	45.43	48.25	48.26	50.09	26.11	7.87	11.47	7723
20	44.99	47.87	47.80	49.66	26.54	7.50	10.13	7611
15	44.52	47.46	47.40	49.25	26.97	6.97	8.09	7416
10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213
5	42.86	46.15	45.75	46.70	29.11	5.68	1.30	6445

DISTRICTS
LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27083*	$655	$403	$597	$792	54.99	55.24	55.78	55.69	**55.21**
21696	518	385	541	734	53.85	54.24	54.50	54.35	**54.20**
19121	446	371	511	681	53.22	53.62	53.71	53.58	**53.53**
17500	408	360	490	655	52.72	53.09	53.25	52.97	**52.99**
16170	380	349	472	633	52.24	52.57	52.70	52.50	**52.57**
15052	356	339	457	613	51.90	52.21	52.29	52.10	**52.16**
14147	334	329	442	600	51.57	51.93	51.90	51.73	**51.81**
13242	316	320	432	588	51.25	51.67	51.55	51.46	**51.53**
12407	301	311	423	576	50.90	51.44	51.21	51.20	**51.27**
11888	286	302	414	565	50.60	51.20	50.83	50.93	**50.95**
11368	271	293	406	555	50.34	50.89	50.51	50.60	**50.64**
10849	258	285	397	545	50.05	50.54	50.20	50.18	**50.36**
10330	244	277	390	534	49.75	50.17	49.92	49.83	**50.07**
9811	231	270	383	525	49.37	49.84	49.63	49.44	**49.77**
9229	216	263	375	515	48.90	49.48	49.31	48.96	**49.39**
8554	201	256	368	505	48.47	49.03	48.92	48.39	**48.94**
7879	185	242	360	496	48.01	48.46	48.45	47.82	**48.40**
7204	166	227	335	478	47.37	47.59	47.89	47.09	**47.62**
6529	136	196	288	448	46.38	46.18	45.98	46.10	**46.44**

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27012	$636	$403	$599	$788	54.87	54.79	55.04	55.88	**55.05**
21447	504	386	543	732	53.52	53.72	54.00	54.42	**53.94**
18859	442	371	512	681	52.81	53.10	53.38	53.68	**53.25**
17429	407	360	491	665	52.32	52.53	52.90	53.10	**52.73**
16123	379	349	474	634	51.95	52.12	52.29	52.62	**52.20**
15038	356	339	459	614	51.57	51.74	51.95	52.15	**51.88**
14153	334	329	444	601	51.16	51.50	51.61	51.75	**51.57**
13269	316	320	434	589	50.85	51.26	51.22	51.47	**51.27**
12431	301	311	425	578	50.55	50.92	50.94	51.18	**50.99**
11907	286	302	417	567	50.27	50.59	50.64	50.87	**50.72**
11383	272	293	408	557	50.00	50.28	50.31	50.50	**50.42**
10859	259	285	400	547	49.73	49.98	49.95	50.12	**50.12**
10335	245	278	392	537	49.47	49.69	49.63	49.79	**49.81**
9811	232	271	385	527	49.19	49.42	49.35	49.52	**49.53**
9228	217	264	378	518	48.89	49.15	49.01	49.25	**49.24**
8560	202	257	371	509	48.51	48.86	48.63	48.90	**48.92**
7891	186	244	363	499	47.97	48.52	48.26	48.44	**48.51**
7223	167	229	345	490	47.24	47.91	47.49	47.85	**47.89**
6554	138	198	315	460	46.21	46.58	46.52	46.57	**46.83**

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 2** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	$9874
90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	9492
85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
80	50.45	50.75	50.88	52.65	21.82	12.09	26.23	8969
75	49.87	50.42	50.60	52.40	22.31	11.57	24.21	8774
70	49.36	50.13	50.37	52.11	22.79	11.18	22.52	8661
65	48.94	49.89	50.16	51.77	23.19	10.82	20.53	8549
60	48.59	49.66	49.97	51.57	23.53	10.45	18.96	8436
55	48.30	49.45	49.78	51.38	23.86	10.07	17.85	8331
50	48.03	49.25	49.55	51.15	24.20	9.69	16.73	8230
45	47.76	49.00	49.30	50.87	24.54	9.32	15.65	8128
40	47.46	48.76	49.08	50.60	24.87	8.97	14.58	8028
35	47.16	48.44	48.85	50.36	25.27	8.62	13.51	7919
30	46.87	48.14	48.60	50.10	25.71	8.26	12.30	7806
25	46.53	47.86	48.32	49.84	26.15	7.88	11.09	7693
20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	7564
15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

GRADE 7

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.74	52.62	52.71	55.87	19.33	14.17	37.77	$9883
90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505
85	51.15	51.29	51.30	54.35	21.37	12.53	29.70	9203
80	50.31	50.95	50.91	53.88	21.85	12.00	26.50	8988
75	49.58	50.65	50.60	53.48	22.34	11.49	24.38	8786
70	49.04	50.39	50.35	53.14	22.83	11.13	22.74	8676
65	48.53	50.14	50.12	52.83	23.21	10.77	20.83	8565
60	48.11	49.91	49.89	52.55	23.54	10.41	19.15	8455
55	47.78	49.69	49.68	52.28	23.87	10.03	18.06	8350
50	47.44	49.49	49.48	51.93	24.20	9.65	16.97	8251
45	47.08	49.28	49.28	51.57	24.53	9.29	15.90	8153
40	46.69	49.06	49.02	51.22	24.86	8.94	14.85	8054
35	46.22	48.83	48.74	50.87	25.25	8.60	13.80	7949
30	45.87	48.56	48.50	50.49	25.68	8.24	12.65	7836
25	45.43	48.25	48.26	50.09	26.11	7.87	11.47	7723
20	44.99	47.87	47.80	49.66	26.54	7.50	10.13	7611
15	44.52	47.46	47.40	49.25	26.97	6.97	8.09	7416
10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213
5	42.86	46.15	45.75	46.70	29.11	5.68	1.30	6445

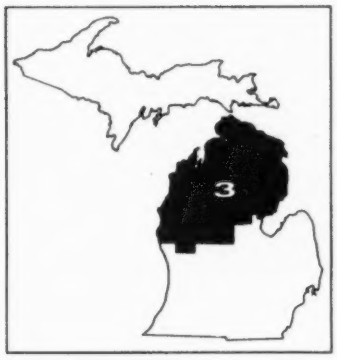
DISTRICTS
LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27083	$655	$403	$597	$792	54.99	55.24	55.78	55.69	**55.21**
21696	513	385	541	734	53.85	54.24	54.50	54.35	**54.20**
19121	446	371	511	681	53.22	53.62	53.71	53.58	**53.53**
17500	408	360	490	655	52.72	53.09	53.25	52.97	**52.99**
16170	380	349	472	633	52.24	52.57	52.70	52.50	**52.57**
15052	356	339	457	613	51.90	52.21	52.29	52.10	**52.16**
14147	334	329	442	600	51.57	51.93	51.90	51.73	**51.81**
13242	316	320	432	588	51.25	51.67	51.55	51.46	**51.53**
12407	301	311	423	576	50.90	51.44	51.21	51.20	**51.27**
11888	286	302	414	565	50.60	51.20	50.83	50.93	**50.95**
11368	271	293	408	555	50.34	50.89	50.51	50.60	**50.64**
10849	258	285	397	545	50.05	50.54	50.20	50.18	**50.36**
10330	244	277	390	534	49.75	50.17	49.92	49.83	**50.07**
9811	231	270	383	525	49.37	49.84	49.63	49.44	**49.77**
9229	216	263	375	515	48.90	49.48	49.31	48.96	**49.39**
8554	201	256	368	505	48.47	49.03	48.92	48.39	**48.94**
7879	185	242	360	496	48.01	48.46	48.45	47.82	**48.40**
7204	166	227	335	478	47.37	47.59	47.59	47.09	**47.62**
6529	136	196	288	448	46.38	46.18	45.98	46.10	**46.44**

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27012	$636	$403	$599	$788	54.87	54.79	55.04	55.88	**55.05**
21447	504	386	543	732	53.52	53.72	54.00	54.42	**53.94**
18950	442	371	512	681	52.81	53.10	53.38	53.68	**53.25**
17429	407	360	491	655	52.32	52.53	52.90	53.10	**52.73**
16123	379	349	474	634	51.95	52.12	52.29	52.62	**52.20**
15038	356	339	459	614	51.57	51.74	51.95	52.15	**51.88**
14153	335	329	444	601	51.16	51.50	51.61	51.75	**51.57**
13269	316	320	434	589	50.85	51.26	51.22	51.47	**51.27**
12431	301	311	425	578	50.55	50.92	50.94	51.18	**50.99**
11907	288	302	417	567	50.27	50.59	50.64	50.87	**50.72**
11383	272	293	408	557	50.00	50.28	50.31	50.50	**50.42**
10859	259	285	400	547	49.73	49.98	49.95	50.12	**50.12**
10335	245	278	392	537	49.47	49.69	49.63	49.79	**49.81**
9811	232	271	385	527	49.19	49.42	49.35	49.52	**49.53**
9228	217	264	378	518	48.89	49.15	49.01	49.25	**49.24**
8560	202	257	371	509	48.51	48.86	48.63	48.90	**48.92**
7891	186	244	363	499	47.97	48.52	48.26	48.44	**48.51**
7223	167	229	345	490	47.24	47.91	47.49	47.85	**47.89**
6354	138	198	315	460	46.21	46.58	46.52	46.57	**46.83**

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 3** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4



PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	$9874
90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	9492
85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
80	50.45	50.75	50.88	52.65	21.82	12.09	26.23	8969
75	49.87	50.42	50.60	52.40	22.31	11.57	24.21	8774
70	49.36	50.13	50.37	52.11	22.79	11.18	22.52	8661
65	48.94	49.89	50.16	51.77	23.19	10.82	20.53	8549
60	48.59	49.66	49.97	51.57	23.53	10.45	18.96	8436
55	48.30	49.45	49.78	51.38	23.86	10.07	17.85	8331
50	48.03	49.25	49.55	51.15	24.20	9.69	16.73	8230
45	47.76	49.00	49.30	50.87	24.54	9.32	15.65	8129
40	47.46	48.76	49.08	50.60	24.87	8.97	14.58	8028
35	47.16	48.44	48.85	50.36	25.27	8.62	13.51	7919
30	46.87	48.14	48.60	50.10	25.71	8.26	12.30	7806
25	46.53	47.86	48.32	49.84	26.15	7.88	11.09	7693
20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	7564
15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

GRADE 7

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.74	52.62	52.71	55.87	19.33	14.17	37.77	$9883
90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505
85	51.15	51.29	51.30	54.35	21.37	12.53	29.70	9203
80	50.31	50.95	50.91	53.88	21.85	12.00	26.50	8988
75	49.58	50.65	50.60	53.48	22.34	11.49	24.38	8786
70	49.04	50.39	50.35	53.14	22.83	11.08	22.74	8676
65	48.53	50.14	50.12	52.83	23.21	10.77	20.83	8565
60	48.11	49.91	49.89	52.55	23.54	10.41	19.15	8455
55	47.78	49.69	49.68	52.28	23.87	10.03	18.06	8350
50	47.44	49.49	49.48	51.93	24.20	9.65	16.97	8251
45	47.08	49.28	49.28	51.57	24.53	9.29	15.90	8153
40	46.69	49.06	49.02	51.22	24.86	8.94	14.85	8054
35	46.22	48.83	48.74	50.87	25.25	8.60	13.80	7949
30	45.87	48.56	48.50	50.49	25.68	8.24	12.65	7836
25	45.43	48.25	48.26	50.09	26.11	7.87	11.47	7723
20	44.99	47.87	47.80	49.66	26.54	7.50	10.15	7611
15	44.52	47.46	47.40	49.25	26.97	6.97	8.09	7416
10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213
5	42.86	46.15	45.75	46.70	29.11	5.68	1.30	6445

DISTRICTS
LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27083	$655	$403	$597	$792	54.99	55.24	55.78	55.69	**55.21**
21696	513	385	541	734	53.95	54.24	54.50	54.35	**54.20**
19121	446	371	511	681	53.22	53.62	53.71	53.58	**53.53**
17500	403	360	490	655	52.72	53.09	53.25	52.97	**52.99**
16170	380	349	472	633	52.24	52.57	52.70	52.50	**52.57**
15052	356	339	457	613	51.90	52.21	52.29	52.10	**52.16**
14147	334	329	442	600	51.57	51.93	51.90	51.73	**51.81**
13242	316	320	432	588	51.25	51.67	51.55	51.46	**51.53**
12407	301	311	423	576	50.90	51.44	51.21	51.20	**51.27**
11888	286	302	414	565	50.80	51.20	50.83	50.93	**50.95**
11368	271	293	406	555	50.34	50.89	50.51	50.60	**50.64**
10849	258	285	397	545	50.05	50.54	50.20	50.18	**50.36**
10330	244	277	390	534	49.75	50.17	49.92	49.83	**50.07**
9811	231	270	383	525	49.37	49.84	49.63	49.44	**49.77**
9229	216	263	375	515	48.90	49.48	49.31	48.96	**49.39**
8554	201	256	368	505	48.47	49.03	48.92	48.39	**48.94**
7879	185	242	360	496	48.01	48.46	48.45	47.82	**48.40**
7204	166	227	335	478	47.37	47.59	47.59	47.09	**47.62**
6529	136	196	288	448	46.38	46.18	45.98	46.10	**46.44**

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27012	$636	$403	$599	$788	54.87	54.79	55.04	55.88	**55.05**
21447	504	386	543	732	53.52	53.72	54.00	54.42	**53.94**
18950	442	371	512	681	52.81	53.10	53.38	53.68	**53.25**
17429	407	360	491	655	52.32	52.53	52.90	53.10	**52.73**
16023	379	349	474	634	51.95	52.12	52.29	52.62	**52.20**
15038	356	339	459	614	51.57	51.74	51.95	52.15	**51.88**
14153	334	329	444	601	51.16	51.50	51.61	51.75	**51.57**
13269	316	320	434	589	50.85	51.26	51.22	51.47	**51.27**
12431	301	311	425	578	50.55	50.92	50.94	51.18	**50.99**
11907	286	302	417	567	50.27	50.59	50.64	50.87	**50.72**
11383	272	293	408	557	50.00	50.28	50.31	50.50	**50.42**
10859	259	285	400	547	49.73	49.98	49.95	50.12	**50.12**
10335	245	278	392	537	49.47	49.69	49.63	49.79	**49.81**
9811	232	271	385	527	49.19	49.42	49.35	49.52	**49.53**
9228	217	264	378	518	48.89	49.15	49.01	49.25	**49.24**
8560	202	257	371	509	48.51	48.86	48.63	48.90	**48.92**
7891	186	244	363	499	47.97	48.52	48.26	48.44	**48.61**
7223	167	229	345	490	47.24	47.91	47.49	47.85	**47.89**
6554	138	198	315	460	46.21	46.58	46.52	46.57	**46.83**

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 4** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.00	52.06	52.92	54.47	19.26	14.34	37.61	$9874
90	52.18	51.49	51.84	53.55	20.59	13.39	33.36	9492
85	51.28	51.11	51.29	52.97	21.34	12.66	29.48	9188
80	50.45	50.75	50.88	52.65	21.82	12.09	26.23	8969
75	49.87	50.42	50.60	52.40	22.31	11.57	24.21	8774
70	49.36	50.13	50.37	52.11	22.79	11.18	22.52	8661
65	48.94	49.89	50.16	51.77	23.19	10.82	20.63	8549
60	48.59	49.66	49.97	51.57	23.53	10.45	18.96	8436
55	48.30	49.45	49.78	51.38	23.86	10.07	17.85	8331
50	48.03	49.25	49.55	51.15	24.20	9.69	16.73	8230
45	47.76	49.06	49.30	50.87	24.54	9.32	15.65	8129
40	47.46	48.76	49.08	50.60	24.87	8.97	14.58	8028
35	47.16	48.44	48.85	50.36	25.27	8.62	13.51	7919
30	46.87	48.14	48.60	50.10	25.71	8.26	12.30	7806
25	46.53	47.86	48.32	49.84	26.15	7.88	11.09	7693
20	46.14	47.49	48.02	49.44	26.58	7.51	9.43	7564
15	45.70	47.00	47.72	48.94	27.04	6.97	7.30	7356
10	45.25	46.25	47.25	48.43	28.10	6.40	4.70	7073
5	44.41	45.28	46.24	47.41	29.42	5.65	0.59	6244

GRADE 7

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.74	52.62	52.71	55.87	19.33	14.17	37.77	$9883
90	52.24	51.69	51.81	54.89	20.67	13.24	33.55	9505
85	51.15	51.29	51.30	54.35	21.37	12.53	29.70	9203
80	50.31	50.95	50.91	53.88	21.85	12.00	26.50	8988
75	49.58	50.65	50.60	53.48	22.34	11.49	24.38	8786
70	49.04	50.39	50.35	53.14	22.83	11.13	22.74	8676
65	48.53	50.14	50.12	52.83	23.21	10.77	20.83	8565
60	48.11	49.91	49.89	52.55	23.54	10.41	19.15	8455
55	47.78	49.69	49.68	52.28	23.87	10.03	18.06	8350
50	47.44	49.49	49.48	51.93	24.20	9.65	16.97	8251
45	47.08	49.28	49.28	51.57	24.53	9.29	15.90	8153
40	46.69	49.06	49.02	51.22	24.86	8.94	14.85	8054
35	46.22	48.83	48.74	50.87	25.25	8.60	13.80	7949
30	45.67	48.56	48.50	50.49	25.68	8.24	12.65	7836
25	45.43	48.25	48.26	50.09	26.11	7.87	11.47	7723
20	44.99	47.87	47.80	49.66	26.54	7.50	10.13	7611
15	44.52	47.46	47.40	49.25	26.97	6.97	8.09	7416
10	43.90	46.94	46.81	48.19	27.98	6.42	5.68	7213
5	42.86	46.15	45.75	46.70	29.11	5.68	1.30	6445

DISTRICTS
LOWER THIRDS ON COMPOSITE ACHIEVEMENT

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27083	$655	$403	$597	$792	54.99	55.24	55.78	55.69	55.21
21696	513	385	541	734	53.85	54.24	54.50	54.35	54.20
19121	446	371	511	681	53.22	53.62	53.71	53.58	53.53
17500	408	360	490	655	52.72	53.09	53.25	52.97	52.99
16170	380	349	472	633	52.24	52.57	52.70	52.60	52.57
15052	356	339	457	613	51.90	52.21	52.29	52.10	52.16
14147	334	329	442	600	51.57	51.93	51.90	51.73	51.81
13242	316	320	432	588	51.25	51.67	51.55	51.46	51.53
12407	301	311	423	576	50.90	51.44	51.21	51.20	51.27
11883	286	302	414	565	50.60	51.20	50.83	50.93	50.95
11368	271	293	406	555	50.34	50.89	50.51	50.60	50.64
10849	258	285	397	545	50.05	50.54	50.20	50.18	50.36
10330	244	277	390	534	49.75	50.17	49.92	49.83	50.07
9811	231	270	383	525	49.37	49.84	49.63	49.44	49.77
9229	216	263	375	515	48.90	49.48	49.31	48.96	49.39
8554	201	256	368	505	48.47	49.03	48.92	48.39	48.94
7879	185	242	360	496	48.01	48.46	48.45	47.82	48.40
7204	166	227	335	478	47.37	47.59	47.59	47.09	47.62
6529	136	196	288	448	46.38	46.18	45.98	46.10	46.44

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27012	$636	$403	$599	$788	54.87	54.79	55.04	55.88	55.05
21447	504	386	543	732	53.52	53.72	54.00	54.42	53.94
18950	442	371	512	681	52.81	53.10	53.38	53.68	53.25
17429	407	360	491	655	52.32	52.53	52.90	53.10	52.73
16123	379	349	474	634	51.95	52.12	52.29	52.62	52.20
15038	356	339	459	614	51.57	51.74	51.95	52.15	51.88
14153	334	329	444	601	51.16	51.50	51.61	51.75	51.57
13269	316	320	434	589	50.85	51.26	51.22	51.47	51.27
12431	301	311	425	578	50.55	50.92	50.94	51.18	50.99
11907	286	302	417	567	50.27	50.59	50.64	50.87	50.72
11383	272	293	408	557	50.00	50.28	50.31	50.50	50.42
10859	259	285	400	547	49.73	49.98	49.95	50.12	50.12
10335	245	278	392	537	49.47	49.69	49.63	49.79	49.81
9811	232	271	385	527	49.19	49.42	49.35	49.52	49.53
9228	217	264	378	518	48.89	49.15	49.01	49.25	49.24
8560	202	257	371	509	48.51	48.86	48.63	48.90	48.92
7891	186	244	363	499	47.97	48.52	48.26	48.44	48.51
7223	167	229	345	490	47.24	47.91	47.49	47.85	47.89
6554	138	198	315	460	46.21	46.58	46.52	46.57	46.83

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **MICHIGAN SCHOOLS** CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON **COMPOSITE ACHIEVEMENT**

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	**56.37**
90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	**55.03**
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	**54.22**
80	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	**53.54**
75	51.60	51.49	51.42	52.42	52.78	53.00	53.02	53.03	**52.96**
70	50.88	51.16	51.04	52.03	52.20	52.48	52.51	52.44	**52.41**
65	50.22	50.84	50.69	51.68	51.69	51.99	52.02	51.96	**51.93**
60	49.66	50.53	50.40	51.32	51.25	51.54	51.54	51.51	**51.50**
55	49.17	50.23	50.11	50.97	50.80	51.13	51.08	51.06	**51.09**
50	48.68	49.95	49.83	50.61	50.36	50.77	50.64	50.63	**50.69**
45	48.32	49.66	49.56	50.25	49.97	50.32	50.21	50.20	**50.30**
40	47.96	49.34	49.28	49.87	49.55	49.87	49.80	49.76	**49.86**
35	47.57	48.97	48.97	49.43	49.05	49.36	49.30	49.21	**49.41**
30	47.13	48.59	48.65	48.94	48.49	48.72	48.81	48.55	**48.91**
25	46.73	48.18	48.33	48.39	47.91	48.11	48.14	47.91	**48.24**
20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	**47.39**
15	45.84	47.24	47.50	47.00	46.68	46.28	46.20	46.14	**46.32**
10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	**44.88**
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	**42.40**

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	**55.45**
90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	**54.07**
85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53.64	**53.30**
80	51.18	51.54	51.35	53.38	52.52	52.65	52.99	52.97	**52.76**
75	50.38	51.21	51.04	52.95	52.11	52.22	52.47	52.45	**52.28**
70	49.74	50.94	50.73	52.58	51.70	51.79	52.03	52.02	**51.89**
65	49.23	50.67	50.46	52.24	51.23	51.48	51.64	51.63	**51.55**
60	48.64	50.41	50.20	51.81	50.91	51.16	51.19	51.31	**51.22**
55	48.18	50.15	49.98	51.35	50.57	50.79	50.86	50.92	**50.89**
50	47.79	49.92	49.76	51.02	50.24	50.41	50.49	50.52	**50.53**
45	47.37	49.68	49.53	50.72	49.85	50.05	50.09	50.14	**50.16**
40	46.96	49.45	49.30	50.30	49.51	49.71	49.70	49.79	**49.83**
35	46.47	49.21	49.03	49.88	49.18	49.34	49.34	49.42	**49.46**
30	45.97	48.93	48.76	49.45	48.76	48.98	48.89	49.03	**49.08**
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	**48.63**
20	45.00	48.29	48.09	48.02	47.54	47.98	47.89	47.93	**48.02**
15	44.47	47.83	47.63	46.95	46.76	47.26	47.10	46.92	**47.19**
10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	**45.69**
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	**43.07**

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 1 SCHOOLS** CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON **COMPOSITE ACHIEVEMENT**

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	56.37
90	55.11	52.68	53.03	53.90	55.16	55.14	55.23	55.30	55.03
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	54.22
80	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	53.54
75	51.60	51.49	51.42	52.42	52.78	53.00	53.02	53.03	52.96
70	50.88	51.16	51.04	52.03	52.20	52.48	52.51	52.44	52.41
65	50.22	50.84	50.69	51.66	51.69	51.99	52.02	51.96	51.93
60	49.66	50.53	50.40	51.32	51.25	51.54	51.54	51.51	51.50
55	49.17	50.23	50.11	50.97	50.80	51.13	51.08	51.06	51.09
50	48.68	49.95	49.83	50.61	50.36	50.77	50.64	50.63	50.69
45	48.32	49.66	49.56	50.25	49.97	50.32	50.21	50.20	50.30
40	47.96	49.34	49.28	49.87	49.55	49.87	49.80	49.76	49.86
35	47.57	48.97	48.97	49.43	49.05	49.36	49.30	49.21	49.41
30	47.13	48.59	48.65	48.54	48.49	48.72	48.81	48.55	48.91
25	46.75	48.18	48.33	48.39	47.91	48.11	48.14	47.91	48.24
20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	47.39
15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	46.32
10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	44.88
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	42.40

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	55.45
90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	54.07
85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53.64	53.30
80	51.18	51.54	51.35	53.38	52.52	52.65	52.99	52.97	52.76
75	50.38	51.21	51.04	52.95	52.11	52.22	52.47	52.45	52.28
70	49.74	50.94	50.73	52.58	51.70	51.79	52.03	52.02	51.89
65	49.23	50.67	50.46	52.24	51.23	51.48	51.64	51.63	51.55
60	48.64	50.41	50.20	51.81	50.91	51.16	51.19	51.31	51.22
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.92	50.89
50	47.79	49.92	49.76	51.02	50.24	50.41	50.49	50.52	50.53
45	47.37	49.68	49.53	50.72	49.85	50.05	50.09	50.14	50.16
40	46.96	49.45	49.30	50.20	49.51	49.71	49.70	49.79	49.83
35	46.47	49.21	49.03	49.88	49.18	49.34	49.34	49.42	49.46
30	45.97	48.93	48.76	49.45	48.76	48.98	48.89	49.03	49.08
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	48.65
20	45.00	48.29	48.09	48.02	47.54	47.98	47.89	47.93	48.02
15	44.47	47.83	47.63	46.95	46.76	47.26	47.10	46.92	47.19
10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	45.69
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	43.07

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 2 SCHOOLS** CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON **COMPOSITE ACHIEVEMENT**

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	**56.37**
90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	**55.03**
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	**54.22**
80	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	**53.54**
75	51.60	51.49	51.42	52.42	52.78	53.00	53.02	53.03	**52.96**
70	50.88	51.16	51.04	52.03	52.20	52.48	52.51	52.44	**52.41**
65	50.22	50.84	50.69	51.66	51.69	51.99	52.02	51.96	**51.93**
60	49.66	50.53	50.40	51.32	51.25	51.54	51.54	51.51	**51.50**
55	49.17	50.23	50.11	50.97	50.80	51.13	51.08	51.06	**51.09**
50	48.68	49.95	49.83	50.61	50.36	50.77	50.64	50.63	**50.69**
45	48.32	49.66	49.56	50.25	49.97	50.32	50.21	50.20	**50.30**
40	47.96	49.34	49.28	49.97	49.55	49.87	49.80	49.76	**49.86**
35	47.57	48.97	48.97	49.43	49.05	49.36	49.30	49.21	**49.41**
30	47.13	48.59	48.65	48.94	48.49	48.72	48.81	48.55	**48.91**
25	46.75	48.18	48.33	48.39	47.91	48.11	48.14	47.91	**48.04**
20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	**47.39**
15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	**46.32**
10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	**44.88**
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	**42.40**

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	**55.45**
90	53.70	52.45	52.28	54.37	53.91	53.82	54.23	54.65	**54.07**
85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53.64	**53.30**
80	51.18	51.54	51.35	53.38	52.52	52.65	52.99	52.97	**52.76**
75	50.28	51.21	51.04	52.95	52.11	52.22	52.47	52.45	**52.28**
70	49.74	50.94	50.73	52.58	51.70	51.79	52.03	52.02	**51.89**
65	49.23	50.67	50.46	52.24	51.23	51.48	51.64	51.63	**51.55**
60	48.64	50.41	50.20	51.81	50.91	51.16	51.19	51.31	**51.22**
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.92	**50.89**
50	47.79	49.92	49.76	51.02	50.24	50.41	50.49	50.52	**50.53**
45	47.37	49.68	49.53	50.72	49.85	50.05	50.09	50.14	**50.16**
40	46.96	49.45	49.30	50.30	49.51	49.71	49.70	49.79	**49.83**
35	46.47	49.21	49.03	49.86	49.18	49.34	49.34	49.42	**49.46**
30	45.97	48.93	48.76	49.45	48.76	48.98	48.89	49.03	**49.08**
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	**48.65**
20	45.00	48.29	48.09	48.02	47.54	47.98	47.89	47.93	**48.02**
15	44.47	47.83	47.63	46.93	46.76	47.26	47.10	46.92	**47.19**
10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	**45.69**
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	**43.07**

AVERAGE SCORES ON ASSESSMENT MEASURES FOR

REGION 3 SCHOOLS

CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON

COMPOSITE ACHIEVEMENT

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	**56.37**
90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	**55.03**
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	**54.22**
80	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	**53.54**
75	51.60	51.49	51.42	52.42	52.78	53.00	53.02	53.03	**52.96**
70	50.88	51.16	51.04	52.03	52.20	52.48	52.51	52.44	**52.41**
65	50.22	50.84	50.69	51.66	51.69	51.99	52.02	51.96	**51.93**
60	49.66	50.53	50.40	51.33	51.25	51.54	51.54	51.51	**51.50**
55	49.17	50.23	50.11	50.97	50.80	51.13	51.08	51.06	**51.09**
50	48.68	49.95	49.83	50.61	50.36	50.77	50.64	50.63	**50.69**
45	48.32	49.66	49.56	50.25	49.97	50.32	50.21	50.20	**50.30**
40	47.96	49.34	49.28	49.87	49.55	49.87	49.80	49.76	**49.86**
35	47.57	48.97	48.97	49.43	49.05	49.36	49.30	49.21	**49.41**
30	47.13	48.59	48.65	48.94	48.49	48.72	48.81	48.53	**48.91**
25	46.75	48.18	48.33	48.39	47.91	48.11	48.14	47.91	**48.24**
20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	**47.39**
15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	**46.32**
10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	**44.88**
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	**42.40**

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	**55.45**
90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	**54.07**
85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53.64	**53.30**
80	51.18	51.54	51.35	53.38	52.52	52.65	52.99	52.97	**52.76**
75	50.38	51.21	51.04	52.95	52.11	52.22	52.47	52.45	**52.28**
70	49.74	50.94	50.73	52.58	51.70	51.79	52.03	52.02	**51.89**
65	49.23	50.67	50.46	52.24	51.23	51.48	51.64	51.63	**51.55**
60	48.64	50.41	50.20	51.81	50.91	51.16	51.19	51.31	**51.22**
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.92	**50.89**
50	47.79	49.92	49.76	51.02	50.24	50.41	50.49	50.52	**50.53**
45	47.37	49.68	49.53	50.72	49.85	50.05	50.09	50.14	**50.16**
40	46.96	49.45	49.30	50.30	49.51	49.71	49.70	49.79	**49.83**
35	46.47	49.21	49.03	49.88	49.18	49.34	49.34	49.42	**49.46**
30	45.97	48.93	48.76	49.45	48.76	48.98	48.89	49.03	**49.08**
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	**48.65**
20	45.00	48.29	48.09	48.02	47.54	47.98	47.89	47.93	**48.02**
15	44.47	47.83	47.63	46.95	46.76	47.26	47.10	46.92	**47.19**
10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	**45.69**
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	**43.07**

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 4 SCHOOLS** CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON **COMPOSITE ACHIEVEMENT**

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.24	56.46	56.45	56.73	**56.37**
90	55.31	52.68	53.03	53.90	55.16	55.14	55.23	55.30	**55.03**
85	53.46	52.25	52.31	53.23	54.09	54.30	54.28	54.46	**54.22**
80	52.46	51.84	51.84	52.82	53.36	53.58	53.63	53.68	**53.54**
75	51.60	51.49	51.42	52.42	52.78	53.00	53.02	53.03	**52.96**
70	50.88	51.16	51.04	52.03	52.20	52.48	52.51	52.44	**52.41**
65	50.22	50.84	50.69	51.66	51.69	51.99	52.02	51.96	**51.93**
60	49.66	50.53	50.40	51.32	51.25	51.54	51.54	51.51	**51.50**
55	49.17	50.23	50.11	50.97	50.80	51.13	51.08	51.06	**51.09**
50	48.68	49.95	49.83	50.61	50.36	50.77	50.64	50.63	**50.69**
45	48.32	49.66	49.56	50.25	49.97	50.32	50.21	50.20	**50.30**
40	47.96	49.34	49.28	49.87	49.55	49.87	49.80	49.76	**49.86**
35	47.57	48.97	48.97	49.43	49.05	49.36	49.30	49.21	**49.41**
30	47.13	48.59	48.65	48.94	48.49	48.72	48.81	48.55	**48.91**
25	46.75	48.18	48.33	48.39	47.91	48.11	48.14	47.91	**48.24**
20	46.31	47.73	47.95	47.81	47.18	47.32	47.30	47.10	**47.39**
15	45.84	47.24	47.50	47.00	46.28	46.28	46.20	46.14	**46.32**
10	45.25	46.53	46.90	46.00	44.78	44.64	44.72	44.71	**44.88**
5	44.40	45.43	46.04	44.63	42.86	42.35	42.26	42.40	**42.40**

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.40	55.24	55.28	56.08	**55.45**
90	53.70	52.45	52.28	54.57	53.91	53.82	54.23	54.65	**54.07**
85	52.26	51.92	51.70	53.90	53.06	53.16	53.48	53.64	**53.30**
80	51.18	51.54	51.35	53.38	52.52	52.65	52.99	52.97	**52.76**
75	50.38	51.21	51.04	52.95	52.11	52.22	52.47	52.45	**52.28**
70	49.74	50.94	50.73	52.58	51.70	51.79	52.03	52.02	**51.89**
65	49.23	50.67	50.46	52.24	51.23	51.48	51.64	51.63	**51.55**
60	48.64	50.41	50.20	51.81	50.91	51.16	51.19	51.31	**51.22**
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.92	**50.89**
50	47.79	49.92	49.76	51.02	50.24	50.41	50.49	50.52	**50.53**
45	47.37	49.68	49.53	50.72	49.85	50.05	50.09	50.14	**50.16**
40	46.96	49.45	49.30	50.30	49.51	49.71	49.70	49.79	**49.83**
35	46.47	49.21	49.03	49.88	49.18	49.34	49.34	49.42	**49.46**
30	45.97	48.93	48.76	49.45	48.76	48.98	48.89	49.03	**49.08**
25	45.49	48.63	48.46	48.86	48.28	48.57	48.45	48.56	**48.65**
20	45.00	48.29	48.09	48.02	47.54	47.98	47.89	47.93	**48.02**
15	44.47	47.83	47.63	46.95	46.76	47.26	47.10	46.92	**47.19**
10	43.82	47.21	47.24	45.82	45.31	45.87	45.78	45.03	**45.69**
5	42.70	46.46	46.12	43.94	42.13	43.52	43.22	41.79	**43.07**

CHAPTER V

PRESENTATION OF THE EDUCATIONAL DISTRIBUTION TABLES BASED ON SOCIOECONOMIC STATUS SCORES

It is the purpose of this chapter to present state-wide and regional educational distribution tables which are based on district level or school level socioeconomic status scores. These tables indicate the answers to the second set of questions (2a, 2b) listed in the introduction to this report. The initial section of the chapter presents district level tables for the state as a whole and for each geographic region. The final section of this chapter presents, school level tables for the state as a whole and for each geographic region. It should be noted that written summaries are provided for all state-wide tables. All regional tables are provided for the interested reader without written summaries.

Tables Using District Level Data

This section presents educational distribution tables intended to answer the question "Do school districts that score in the upper (or middle, or lower) third of a ranking of Michigan's districts on socioeconomic status also score relatively high (or in the middle, or relatively low) on certain other assessment measures?"

State-wide Tables

This section presents the state-wide, district level tables. Written summaries of the fourth and seventh grade tables are provided for the

reader's convenience.

Fourth Grade Summary

The fourth grade socioeconomic status table indicates: (1) Those districts that scored in the upper third on socioeconomic status scored on the average highest on all other educational assessment measures except attitude toward school and average years teaching experience. On these measures, the districts in the upper third scored below the districts in the middle and lower thirds. (2) Those districts that scored in the middle third on socioeconomic status scored on the average between the upper and lower thirds on the other measures except pupil/teacher ratio and English expression on which they scored below the districts in the lower third. Also, the districts in the middle third scored at the same level as those districts in the lower third on reading and composite achievement. (3) Those districts that scored in the lower third on socioeconomic status scored on the average lowest on the other measures except attitude toward school and average years teaching experience on which they scored above the districts in the upper and middle thirds. Also, on pupil/teacher ratio and English expression, they scored above the districts in the middle third and at the same level as districts in the middle third on reading and composite achievement.

Seventh Grade Summary

The seventh grade socioeconomic status table indicates: (1) Those districts that scored in the upper third on socioeconomic status scored on the average highest on all other educational assessment measures except average years teaching experience. On this measure, they scored below those districts in the middle and lower thirds. (2) Those districts

that scored in the middle third on socioeconomic status scored on the average between the upper and lower thirds on the other measures except importance of school achievement, pupil/teacher ratio, and mathematics, on which they scored below the districts in the middle and lower thirds. (3) Those districts that scored in the lower third on socioeconomic status scored on the average lowest on the other measures except importance of school achievement, pupil/teacher ratio, and mathematics, on which they scored above those districts in the middle third. Also, the districts in the lower third scored above the districts in the upper and middle thirds on average years teaching experience.

Regional Tables

This section presents the regional, district level tables without written summaries. However, these tables can be interpreted in essentially the same manner as the previously explained state-wide tables.

Tables Using School Level Data

This section presents educational distribution tables intended to answer the question "Do schools that score in the upper (or middle, or lower) third of a ranking of Michigan schools on socioeconomic status also score relatively high (or in the middle, or relatively low) on certain other assessment measures?"

State-wide Tables

This section presents the state-wide, school level tables. Written summaries of the fourth and seventh grade tables are provided for the reader's convenience.

Fourth Grade Summary

The fourth grade socioeconomic status table indicates: (1) Those schools that scored in the upper third on socioeconomic status scored on the average highest on all other educational assessment measures. (2) Those schools that scored in the middle third on socioeconomic status scored on the average between the upper and lower thirds on all other measures except attitude toward school on which they scored at the same level as the lower third. (3) Those schools that scored in the lower third on socioeconomic status scored on the average lowest on all other measures except attitude toward school on which they scored at the same level as the middle third.

Seventh Grade Summary

The seventh grade socioeconomic status table indicates: (1) Those schools that scored in the upper third on socioeconomic status scored on the average highest on all other educational assessment measures except attitude toward school. On this measure, schools in the upper third scored below the middle and lower thirds. (2) Those schools that scored in the middle third on socioeconomic status scored on the average between the upper and lower thirds on all other measures except importance of school achievement on which they scored below the lower third. (3) Those schools that scored in the lower third on socioeconomic status scored on the average lowest on the other educational assessment measures except importance of school achievement and attitude toward school. These schools were above the middle third on importance of school achievement, and they were above the upper and middle third on attitude toward school.

Regional Tables

This section presents the regional, school level tables without written summaries. However, these tables can be interpreted in essentially the same manner as the previously explained state-wide tables.

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **MICHIGAN** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4

VARIABLES ASSUMED TO INFLUENCE

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
95	54.00	52.06	52.92	54.47	19.25	14.35	37.45	$9879
90	52.18	51.49	51.84	53.55	20.60	13.41	32.98	9493
85	51.28	51.11	51.29	52.97	21.35	12.68	29.23	9179
80	50.45	50.75	50.88	52.65	21.84	12.11	26.03	8949
75	49.87	50.42	50.60	52.40	22.33	11.60	24.12	8760
70	49.36	50.13	50.37	52.11	22.82	11.20	22.44	8649
65	48.94	49.89	50.16	51.77	23.21	10.84	20.42	8537
60	48.59	49.66	49.97	51.57	23.55	10.47	18.90	8425
55	48.30	49.45	49.78	51.38	23.88	10.09	17.80	8322
50	48.03	49.25	49.55	51.15	24.22	9.70	16.69	8221
45	47.76	49.00	49.30	50.87	24.55	9.34	15.60	8121
40	47.46	48.76	49.08	50.60	24.89	8.99	14.52	8020
35	47.16	48.44	48.85	50.36	25.29	8.64	13.42	7910
30	46.87	48.14	48.60	50.10	25.73	8.27	12.22	7799
25	46.53	47.86	48.32	49.84	26.16	7.90	11.03	7687
20	46.14	47.49	48.02	49.44	26.60	7.53	9.34	7555
15	45.70	47.00	47.72	48.94	27.08	7.01	7.22	7350
10	45.25	46.25	47.25	48.43	28.13	6.46	4.65	7062
5	44.41	45.28	46.24	47.41	29.45	5.66	0.57	6231

GRADE 7

VARIABLES ASSUMED TO INFLUENCE

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
95	54.74	52.62	52.71	55.87	19.33	14.18	37.57	$9887
90	52.24	51.69	51.81	54.89	20.68	13.26	33.32	9508
85	51.15	51.29	51.30	54.35	21.38	12.54	29.55	9201
80	50.31	50.95	50.91	53.88	21.87	12.02	26.39	8975
75	49.58	50.65	50.60	53.48	22.36	11.50	24.34	8775
70	49.04	50.39	50.35	53.14	22.85	11.15	22.71	8666
65	48.53	50.14	50.12	52.85	23.23	10.79	20.77	8556
60	48.11	49.91	49.89	52.55	23.55	10.43	19.11	8447
55	47.78	49.69	49.68	52.28	23.88	10.05	18.01	8343
50	47.44	49.49	49.48	51.93	24.21	9.67	16.97	8245
45	47.08	49.28	49.28	51.57	24.53	9.31	15.84	8146
40	46.69	49.06	49.02	51.22	24.86	8.96	14.79	8047
35	46.22	48.83	48.74	50.87	25.25	8.62	13.74	7942
30	45.87	48.56	48.50	50.49	25.68	8.25	12.59	7830
25	45.43	48.25	48.26	50.09	26.11	7.88	11.42	7718
20	44.99	47.87	47.80	49.66	26.55	7.51	10.06	7606
15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	7411
10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
5	42.86	46.15	45.75	46.70	29.13	5.69	1.28	6432

DISTRICTS
LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27144	$650	$403	$595	$790	55.00	55.22	55.79	55.70	55.18
21643	511	386	539	732	53.84	54.23	54.48	54.34	54.19
19113	445	371	510	680	53.22	53.62	53.70	53.58	53.53
17494	407	360	489	655	52.72	53.10	53.23	52.96	52.99
16158	379	349	471	632	52.23	52.57	52.70	52.48	52.56
15045	355	339	456	611	51.88	52.20	52.28	52.08	52.16
14150	332	330	440	599	51.56	51.92	51.89	51.72	51.80
13255	315	320	431	587	51.24	51.66	51.54	51.46	51.53
12418	300	311	402	585	50.89	51.44	51.20	51.20	51.26
11895	285	302	414	564	50.59	51.20	50.82	50.93	50.95
11371	270	294	405	554	50.34	50.89	50.50	50.60	50.65
10848	257	285	397	544	50.04	50.63	50.20	50.17	50.36
10325	243	278	389	534	49.73	50.17	49.91	49.82	50.06
9802	230	270	382	524	49.36	49.85	49.62	49.43	49.77
9215	215	263	375	514	48.89	49.48	49.30	48.95	49.38
8542	200	256	368	505	48.46	49.03	48.91	48.39	48.94
7869	185	242	360	495	48.02	48.46	48.45	47.82	48.41
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63
6522	136	197	287	447	46.36	46.15	45.96	46.08	46.41

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27050	$631	$403	$597	$786	54.82	54.75	55.05	55.86	55.05
21403	503	386	543	732	53.46	53.71	53.98	54.40	53.92
18928	441	371	512	681	52.75	53.10	53.37	53.65	53.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	52.69
16135	380	349	473	634	51.91	52.10	52.25	52.59	52.18
15053	356	339	458	613	51.51	51.72	51.93	52.13	51.85
14177	324	329	443	600	51.12	51.48	51.57	51.74	51.54
13300	316	320	433	588	50.81	51.23	51.20	51.45	51.25
12454	301	311	425	577	50.53	50.90	50.92	51.16	50.98
11928	286	302	416	566	50.25	50.58	50.62	50.84	50.70
11402	272	293	407	556	49.98	50.27	50.28	50.46	50.40
10876	258	285	399	546	49.72	49.96	49.92	50.09	50.09
10350	245	278	392	536	49.45	49.67	49.61	49.77	49.80
9824	231	271	385	527	49.18	49.41	49.34	49.50	49.51
9242	216	264	378	518	48.87	49.14	49.00	49.24	49.23
8569	201	257	370	508	48.50	48.85	48.62	48.89	48.90
7896	186	244	363	499	47.95	48.51	48.25	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	138	199	314	460	46.19	46.57	46.50	46.55	46.82

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 1** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4

	VARIABLES ASSUMED TO INFLUENCE							
	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
PERCENTILE DISTRIBUTION	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
95	54.08	52.06	52.92	54.47	19.25	14.35	37.45	$9879
90	52.18	51.49	51.84	53.55	20.60	13.41	32.98	9493
85	51.28	51.11	51.29	52.97	21.35	12.68	29.23	9170
80	50.45	50.75	50.88	52.65	21.84	12.11	26.03	8949
75	49.87	50.42	50.60	52.40	22.33	11.60	24.12	8760
70	49.36	50.13	50.37	52.11	22.82	11.20	22.44	8649
65	48.94	49.89	50.16	51.77	23.21	10.84	20.42	8537
60	48.59	49.66	49.97	51.57	23.55	10.47	18.90	8425
55	48.30	49.45	49.78	51.38	23.88	10.09	17.80	8322
50	48.03	49.25	49.55	51.15	24.22	9.70	16.69	8221
45	47.76	49.00	49.30	50.87	24.55	9.34	15.60	8121
40	47.46	48.76	49.08	50.60	24.89	8.99	14.52	8020
35	47.16	48.44	48.85	50.36	25.29	8.64	13.42	7910
30	46.87	48.14	48.60	50.10	25.73	8.27	12.22	7799
25	46.53	47.86	48.32	49.84	26.16	7.90	11.03	7687
20	46.14	47.49	48.02	49.44	26.60	7.53	9.34	7555
15	45.70	47.00	47.72	48.94	27.08	7.01	7.22	7350
10	45.25	46.25	47.25	48.43	28.13	6.46	4.65	7062
5	44.41	45.28	46.24	47.41	29.45	5.68	0.57	6231

GRADE 7

	VARIABLES ASSUMED TO INFLUENCE							
	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
PERCENTILE DISTRIBUTION	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
95	54.74	52.62	52.71	55.87	19.33	14.18	37.57	$9887
90	52.24	51.69	51.81	54.89	20.68	13.26	33.32	9588
85	51.15	51.29	51.30	54.35	21.38	12.54	29.55	9201
80	50.31	50.98	50.91	53.88	21.87	12.02	26.39	8975
75	49.58	50.65	50.60	53.48	22.36	11.50	24.34	8775
70	49.04	50.39	50.35	53.14	22.85	11.15	22.71	8666
65	48.53	50.14	50.12	52.83	23.23	10.79	20.77	8556
60	48.11	49.91	49.89	52.55	23.55	10.43	19.11	8447
55	47.78	49.69	49.68	52.28	23.88	10.05	18.01	8343
50	47.44	49.49	49.48	51.93	24.21	9.67	16.91	8245
45	47.08	49.28	49.28	51.57	24.53	9.31	15.84	8146
40	46.69	49.06	49.02	51.22	24.86	8.96	14.79	8047
35	46.22	48.83	48.74	50.87	25.25	8.62	13.74	7942
30	45.87	48.56	48.50	50.48	25.68	8.25	12.59	7830
25	45.43	48.25	48.26	50.09	26.11	7.88	11.42	7718
20	44.99	47.87	47.80	49.66	26.55	7.51	10.06	7606
15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	7411
10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
5	42.86	46.15	45.75	46.70	29.13	5.69	1.28	6432

DISTRICTS
LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27144	$650	$403	$595	$790	55.00	55.22	55.79	55.70	55.18
21643	511	386	539	732	53.84	54.23	54.48	54.34	54.19
19113	465	371	510	680	53.22	53.62	53.70	53.58	53.53
17494	407	360	489	659	52.72	53.10	53.23	52.96	52.99
16158	379	349	471	632	52.23	52.57	52.70	52.48	52.56
15045	355	339	456	611	51.88	52.20	52.28	52.08	52.16
14150	332	330	440	599	51.56	51.92	51.89	51.72	51.80
13255	315	320	431	587	51.24	51.66	51.54	51.46	51.53
12418	300	301	422	575	50.89	51.44	51.20	51.20	51.26
11895	285	302	414	564	50.59	51.20	50.82	50.93	50.95
11371	270	294	405	554	50.34	50.89	50.50	50.60	50.65
10848	257	285	397	544	50.04	50.53	50.20	50.17	50.36
10325	243	278	389	534	49.73	50.17	49.91	49.82	50.06
9802	230	270	382	524	49.36	49.85	49.62	49.43	49.77
9215	215	263	375	514	48.89	49.48	49.30	48.95	49.38
8542	200	256	368	505	48.46	49.03	48.91	48.89	48.94
7869	185	242	360	495	48.02	48.46	48.45	47.82	48.41
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63
6522	136	197	287	447	46.36	46.15	45.96	46.08	46.41

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27050	$631	$403	$597	$786	54.82	54.75	55.05	55.86	55.05
21403	503	386	543	732	53.46	53.71	53.98	54.40	53.92
18928	441	371	512	681	52.75	53.10	53.37	53.65	53.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	52.69
16135	380	349	473	634	51.91	52.10	52.25	52.59	52.18
15053	355	339	458	613	51.51	51.72	51.93	52.13	51.85
14177	334	329	443	600	51.12	51.48	51.57	51.74	51.54
13300	316	320	433	588	50.81	51.23	51.20	51.45	51.25
12454	301	311	425	577	50.53	50.90	50.92	51.16	50.98
11928	286	302	416	566	50.25	50.58	50.62	50.84	50.70
11402	272	293	407	556	49.98	50.27	50.28	50.46	50.40
10876	258	285	399	546	49.72	49.96	49.92	50.09	50.09
10350	245	278	392	536	49.45	49.67	49.61	49.77	49.80
9824	231	271	385	527	49.18	49.41	49.34	49.50	49.51
9242	216	264	378	518	48.87	49.14	49.00	49.24	49.23
8569	201	257	370	508	48.50	48.85	48.62	48.89	48.90
7896	186	244	363	499	47.95	48.51	48.25	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	138	199	314	460	46.19	46.57	46.50	46.55	46.82

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 2** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.00	52.06	52.92	54.47	19.25	14.35	37.45	$9879
90	52.18	51.49	51.84	53.55	20.60	13.41	32.98	9493
85	51.28	51.11	51.29	52.97	21.35	12.68	29.23	9179
80	50.45	50.75	50.88	52.65	21.84	12.11	26.03	8949
75	49.87	50.42	50.60	52.40	22.33	11.60	24.12	8760
70	49.36	50.13	50.37	52.11	22.82	11.20	22.44	8649
65	48.94	49.89	50.16	51.77	23.21	10.84	20.42	8537
60	48.59	49.66	49.97	51.57	23.55	10.47	18.90	8425
55	48.30	49.45	49.78	51.38	23.88	10.09	17.80	8322
50	48.03	49.25	49.55	51.15	24.22	9.79	16.69	8221
45	47.76	49.00	49.30	50.87	24.55	9.34	15.60	8121
40	47.46	48.76	49.08	50.60	24.89	8.99	14.52	8020
35	47.16	48.44	48.85	50.36	25.29	8.64	13.42	7910
30	46.87	48.14	48.60	50.10	25.73	8.27	12.22	7799
25	46.53	47.86	48.32	49.84	26.16	7.90	11.03	7687
20	46.14	47.49	48.02	49.44	26.60	7.53	9.34	7555
15	45.70	47.00	47.72	48.94	27.08	7.01	7.22	7350
10	45.25	46.25	47.25	48.43	28.13	6.46	4.65	7062
5	44.41	45.28	46.24	47.41	29.45	5.68	0.57	6231

GRADE 7

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.74	52.62	52.71	55.87	19.33	14.18	37.57	$9887
90	52.24	51.69	51.81	54.89	20.68	13.26	33.32	9508
85	51.15	51.29	51.30	54.35	21.38	12.54	29.55	9201
80	50.31	50.95	50.91	53.88	21.87	12.02	26.39	8975
75	49.58	50.65	50.60	53.48	22.36	11.50	24.34	8775
70	49.04	50.39	50.35	53.14	22.85	11.15	22.71	8666
65	48.53	50.14	50.12	52.83	23.23	10.79	20.77	8556
60	48.11	49.91	49.89	52.56	23.55	10.43	19.11	8447
55	47.78	49.69	49.68	52.28	23.88	10.05	18.01	8343
50	47.44	49.49	49.48	51.93	24.21	9.67	16.91	8245
45	47.08	49.28	49.28	51.57	24.53	9.31	15.84	8146
40	46.69	49.06	49.02	51.22	24.86	8.96	14.79	8047
35	46.22	48.63	48.74	50.87	25.25	8.62	13.74	7942
30	45.87	48.56	48.50	50.49	25.68	8.25	12.59	7830
25	45.43	48.25	48.26	50.09	26.11	7.88	11.42	7718
20	44.99	47.87	47.80	49.66	26.55	7.51	10.06	7606
15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	7411
10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
5	42.86	46.15	45.75	46.70	29.13	5.69	1.28	6432

DISTRICTS
LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27144	$650	$403	$595	$790	55.00	55.22	55.79	55.70	55.18
21643	511	386	539	732	53.84	54.23	54.48	54.34	54.19
19113	445	371	510	680	53.22	53.62	53.70	53.58	53.53
17494	407	360	489	655	52.72	53.10	53.23	52.96	52.99
16158	379	349	471	632	52.23	52.57	52.70	52.48	52.56
15045	355	339	456	611	51.88	52.20	52.28	52.08	52.16
14150	332	330	440	599	51.56	51.92	51.89	51.72	51.80
13255	315	320	431	587	51.24	51.66	51.54	51.46	51.53
12418	300	311	422	575	50.89	51.44	51.20	51.20	51.26
11895	285	302	414	564	50.59	51.20	50.82	50.93	50.95
11371	270	294	405	554	50.34	50.89	50.50	50.60	50.65
10848	257	285	397	544	50.04	50.53	50.20	50.17	50.36
10325	243	278	389	534	49.73	50.17	49.91	49.82	50.06
9802	230	270	382	524	49.36	49.85	49.62	49.43	49.77
9215	215	263	375	514	48.89	49.48	49.30	48.95	49.38
8542	200	256	368	505	48.46	49.03	48.91	48.39	48.94
7869	185	242	360	495	48.02	48.46	48.45	47.82	48.41
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63
6522	136	197	287	447	46.36	46.15	45.96	46.08	46.41

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27050	$631	$403	$597	$786	54.82	54.75	55.05	55.86	55.05
21403	503	386	543	732	53.46	53.71	53.98	54.40	53.92
18928	441	371	512	681	52.75	53.10	53.37	53.65	53.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	52.69
16135	380	349	473	634	51.91	52.10	52.25	52.59	52.18
15053	356	339	458	613	51.51	51.72	51.93	52.13	51.85
14177	334	329	443	600	51.12	51.48	51.57	51.74	51.54
13300	316	320	433	588	50.81	51.23	51.20	51.45	51.25
12454	301	301	425	577	50.53	50.90	50.92	51.16	50.98
11928	286	302	416	566	50.25	50.58	50.62	50.84	50.70
11402	272	293	407	556	49.98	50.27	50.28	50.46	50.40
10876	258	283	399	546	49.72	49.96	49.92	50.09	50.09
10350	245	278	392	536	49.45	49.67	49.61	49.77	49.80
9824	231	271	385	527	49.18	49.41	49.34	49.50	49.51
9242	216	264	378	518	48.87	49.14	49.00	49.24	49.23
8569	201	257	370	508	48.50	48.85	48.62	48.89	48.90
7896	186	244	363	499	47.95	48.51	48.25	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	133	199	314	460	46.19	46.57	46.50	46.55	46.82

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 3** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.00	52.06	52.92	54.47	19.25	14.35	37.45	$9879
90	52.18	51.49	51.84	53.55	20.60	13.41	32.98	9493
85	51.28	51.11	51.29	52.97	21.35	12.68	29.23	9179
80	50.45	50.75	50.88	52.65	21.84	12.11	26.03	8949
75	49.87	50.42	50.60	52.40	22.33	11.60	24.12	8760
70	49.36	50.13	50.37	52.11	22.82	11.20	22.44	8649
65	48.94	49.89	50.16	51.77	23.21	10.84	20.42	8537
60	48.59	49.66	49.97	51.57	23.55	10.47	18.90	8425
55	48.30	49.45	49.78	51.38	23.88	10.09	17.80	8322
50	48.03	49.25	49.55	51.15	24.22	9.70	16.69	8221
45	47.76	49.00	49.30	50.87	24.55	9.34	15.60	8121
40	47.46	48.76	49.09	50.60	24.89	8.99	14.52	8020
35	47.16	48.48	48.85	50.36	25.29	8.64	13.42	7910
30	46.87	48.14	48.60	50.10	25.73	8.27	12.22	7799
25	46.53	47.86	48.32	49.84	26.16	7.90	11.03	7687
20	46.14	47.49	48.02	49.44	26.60	7.53	9.84	7553
15	45.70	47.00	47.72	48.94	27.08	7.01	7.22	7350
10	45.25	46.25	47.25	48.43	28.13	6.46	4.65	7062
5	44.41	45.28	46.24	47.41	29.45	5.68	0.57	6231

GRADE 7

PERCENTILE DISTRIBUTION	SES	ATTITUDES AND ASPIRATIONS			SCHOOL HUMAN RESOURCES			
	SOCIO ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	PUPIL/TEACHER RATIO	AVERAGE YEARS TEACHING EXPERIENCE	PER CENT OF TEACHERS WITH MASTERS DEGREES	AVERAGE TEACHER SALARY
	VARIABLES ASSUMED TO INFLUENCE							
95	54.74	52.62	52.71	55.87	19.33	14.18	37.57	$9887
90	52.24	51.69	51.81	54.89	20.68	13.26	33.32	9508
85	51.15	51.29	51.30	54.35	21.38	12.54	29.55	9201
80	50.31	50.95	50.91	53.88	21.87	12.02	26.39	8975
75	49.58	50.65	50.60	53.48	22.36	11.50	24.34	8775
70	49.01	50.39	50.35	53.14	22.85	11.15	22.71	8666
65	48.53	50.14	50.12	52.83	23.23	10.79	20.77	8556
60	48.11	49.91	49.89	52.55	23.55	10.43	19.11	8447
55	47.78	49.69	49.68	52.28	23.88	10.05	18.01	8343
50	47.44	49.49	49.48	51.93	24.21	9.67	16.91	8245
45	47.08	49.28	49.28	51.57	24.53	9.31	15.84	8146
40	46.69	49.06	49.02	51.22	24.86	8.96	14.79	8047
35	46.22	48.83	48.74	50.87	25.25	8.62	13.74	7942
30	45.87	48.56	48.50	50.49	25.68	8.25	12.59	7830
25	45.43	48.25	48.26	50.09	26.11	7.88	11.42	7718
20	44.99	47.87	47.80	49.66	26.55	7.51	10.06	7606
15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	7411
10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
5	42.86	46.15	45.75	46.70	29.13	5.69	1.28	6432

DISTRICTS
LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27144	$650	$403	$595	$790	55.00	55.22	55.79	55.70	55.18
21643	511	386	539	732	53.84	54.23	54.48	54.34	54.19
19113	445	371	510	680	53.22	53.62	53.70	53.58	53.53
17694	407	360	489	655	52.72	53.10	53.23	52.96	52.99
16158	379	349	471	632	52.23	52.57	52.70	52.48	52.56
15043	355	339	456	611	51.88	52.20	52.28	52.08	52.16
14150	332	330	440	599	51.56	51.92	51.89	51.72	51.80
13255	315	320	431	587	51.24	51.66	51.54	51.46	51.53
12418	300	311	422	575	50.89	51.44	51.20	51.20	51.26
11895	285	302	414	564	50.59	51.20	50.82	50.93	50.95
11371	270	294	405	554	50.34	50.89	50.50	50.60	50.65
10848	257	285	397	544	50.04	50.53	50.20	50.17	50.36
10325	243	278	389	534	49.73	50.17	49.91	49.82	50.06
9802	230	270	382	524	49.36	49.85	49.62	49.43	49.77
9215	215	263	375	514	48.89	49.48	49.30	48.95	49.38
8542	200	256	368	505	48.46	49.03	48.91	48.39	48.94
7869	185	242	360	495	48.02	48.46	48.45	47.82	48.41
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63
6522	136	197	287	447	46.36	46.15	45.96	46.08	46.41

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27050	$631	$403	$597	$786	54.82	54.75	55.05	55.86	55.05
21403	503	386	543	732	53.46	53.71	53.98	54.40	53.92
18928	441	371	512	681	52.75	53.10	53.37	53.65	53.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	52.69
16135	380	349	473	634	51.91	52.10	52.25	52.59	52.18
15053	358	339	458	613	51.51	51.72	51.93	52.13	51.85
14177	334	329	443	600	51.12	51.48	51.57	51.74	51.54
13300	316	320	433	588	50.81	51.23	51.20	51.45	51.25
12454	301	311	425	577	50.53	50.90	50.92	51.16	50.98
11928	285	302	416	566	50.25	50.58	50.62	50.84	50.70
11402	272	293	407	556	49.98	50.27	50.28	50.46	50.40
10876	258	285	399	546	49.72	49.96	49.92	50.09	50.09
10350	245	278	392	536	49.45	49.67	49.61	49.77	49.80
9824	231	271	385	527	49.18	49.41	49.34	49.50	49.51
9242	216	264	378	518	48.87	49.14	49.00	49.24	49.23
8569	201	257	370	508	48.50	48.85	48.62	48.89	48.90
7896	186	244	363	499	47.95	48.51	48.25	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	138	199	314	460	46.19	46.57	46.50	46.55	46.82

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 4** CLASSIFIED INTO UPPER, MIDDLE, OR

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE: SES — SOCIO ECONOMIC STATUS	ATTITUDES AND ASPIRATIONS — A IMPORTANCE OF SCHOOL ACHIEVEMENT	ATTITUDES AND ASPIRATIONS — B SELF PERCEPTION	ATTITUDES AND ASPIRATIONS — C ATTITUDE TOWARD SCHOOL	SCHOOL HUMAN RESOURCES — PUPIL/TEACHER RATIO	SCHOOL HUMAN RESOURCES — AVERAGE YEARS TEACHING EXPERIENCE	SCHOOL HUMAN RESOURCES — PER CENT OF TEACHERS WITH MASTERS DEGREES	SCHOOL HUMAN RESOURCES — AVERAGE TEACHER SALARY
95	54.00	52.06	52.92	54.47	19.25	14.35	37.45	$9879
90	52.18	51.49	51.84	53.55	20.60	13.41	32.98	9493
85	51.28	51.11	51.29	52.97	21.35	12.68	29.23	9179
80	50.45	50.75	50.88	52.65	21.84	12.11	26.03	8949
75	49.87	50.42	50.60	52.40	22.33	11.60	24.12	8760
70	49.36	50.13	50.37	52.11	22.82	11.20	22.44	8649
65	48.94	49.89	50.16	51.77	23.21	10.84	20.42	8537
60	48.59	49.66	49.97	51.57	23.55	10.47	18.90	8425
55	48.30	49.45	49.78	51.38	23.88	10.09	17.80	8322
50	48.03	49.25	49.55	51.15	24.22	9.70	16.69	8221
45	47.76	49.00	49.30	50.87	24.55	9.34	15.60	8121
40	47.46	48.76	49.08	50.60	24.89	8.99	14.52	8020
35	47.16	48.44	48.85	50.36	25.29	8.64	13.42	7910
30	46.87	48.14	48.60	50.10	25.73	8.27	12.22	7789
25	46.53	47.86	48.32	49.84	26.16	7.90	11.03	7687
20	46.14	47.49	48.02	49.44	26.60	7.53	9.34	7555
15	45.70	47.00	47.72	48.94	27.08	7.01	7.22	7350
10	45.25	46.25	47.25	48.43	28.13	6.46	4.65	7062
5	44.41	45.28	46.24	47.41	29.45	5.68	0.57	6231

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE: SES — SOCIO ECONOMIC STATUS	ATTITUDES AND ASPIRATIONS — A IMPORTANCE OF SCHOOL ACHIEVEMENT	ATTITUDES AND ASPIRATIONS — B SELF PERCEPTION	ATTITUDES AND ASPIRATIONS — C ATTITUDE TOWARD SCHOOL	SCHOOL HUMAN RESOURCES — PUPIL/TEACHER RATIO	SCHOOL HUMAN RESOURCES — AVERAGE YEARS TEACHING EXPERIENCE	SCHOOL HUMAN RESOURCES — PER CENT OF TEACHERS WITH MASTERS DEGREES	SCHOOL HUMAN RESOURCES — AVERAGE TEACHER SALARY
95	54.74	52.62	52.71	55.87	19.33	14.18	37.57	$9887
90	52.24	51.69	51.81	54.89	20.68	13.26	33.32	9508
85	51.15	51.29	51.30	54.35	21.38	12.54	29.55	9201
80	50.31	50.95	50.91	53.88	21.87	12.02	26.39	8975
75	49.58	50.65	50.60	53.48	22.36	11.50	24.34	8775
70	49.04	50.39	50.35	53.14	22.85	11.15	22.71	8666
65	48.53	50.14	50.12	52.83	23.23	10.79	20.77	8556
60	48.11	49.91	49.89	52.55	23.55	10.43	19.11	8447
55	47.78	49.69	49.68	52.28	23.88	10.05	18.01	8343
50	47.44	49.49	49.48	51.93	24.21	9.67	16.91	8245
45	47.08	49.28	49.28	51.57	24.53	9.31	15.84	8146
40	46.69	49.06	49.02	51.22	24.86	8.96	14.79	8047
35	46.22	48.83	48.74	50.87	25.25	8.62	13.74	7942
30	45.87	48.56	48.50	50.49	25.68	8.25	12.59	7830
25	45.43	48.25	48.26	50.09	26.11	7.88	11.42	7718
20	44.99	47.87	47.80	49.66	26.55	7.51	10.06	7606
15	44.52	47.46	47.40	49.25	26.98	7.00	8.03	7411
10	43.90	46.94	46.81	48.19	28.00	6.46	5.64	7209
5	42.86	46.15	45.75	46.70	29.13	5.69	1.28	6432

DISTRICTS
LOWER THIRDS ON SOCIOECONOMIC STATUS

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27144	$650	$403	$595	$790	55.00	55.22	55.79	55.70	55.18
21643	511	386	539	732	53.84	54.23	54.48	54.34	54.19
19113	445	371	510	680	53.22	53.62	53.70	53.58	53.53
17494	407	360	489	655	52.72	53.10	53.23	52.98	52.99
16158	379	349	471	602	52.23	52.57	52.70	52.48	52.56
15045	355	339	456	611	51.88	52.20	52.28	52.08	52.16
14150	332	330	440	599	51.56	51.92	51.89	51.72	51.80
13255	315	320	431	587	51.24	51.66	51.54	51.46	51.53
12418	300	311	422	575	50.89	51.44	51.20	51.20	51.26
11895	285	302	409	564	50.69	51.20	50.82	50.93	50.95
11371	270	294	405	554	50.34	50.89	50.50	50.60	50.65
10848	257	285	397	544	50.04	50.53	50.20	50.17	50.36
10325	243	278	389	534	49.73	50.17	49.91	49.82	50.06
9802	230	270	382	524	49.36	49.85	49.62	49.43	49.77
9215	215	263	375	514	48.89	49.48	49.30	48.95	49.38
8542	200	256	368	505	48.46	49.03	48.91	48.39	48.94
7869	185	242	360	495	48.02	48.46	48.45	47.82	48.41
7195	165	227	334	477	47.36	47.61	47.60	47.09	47.63
6522	136	197	287	447	46.36	46.15	45.96	46.08	46.41

ACHIEVEMENT					ACHIEVEMENT				
SCHOOL FINANCIAL RESOURCES						BASIC SKILLS			
STATE EQUALIZED VALUATION PER PUPIL	LOCAL REVENUE PER PUPIL	STATE SCHOOL AID PER PUPIL	K-12 INSTRUCTIONAL EXPENSE PER PUPIL	TOTAL CURRENT OPERATING EXPENDITURE PER PUPIL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
$27050	$631	$403	$597	$786	54.82	54.75	55.05	55.86	55.05
21403	503	386	543	732	53.46	53.71	53.88	54.40	53.92
18928	441	371	512	681	52.75	53.10	53.37	53.65	53.23
17429	407	360	491	655	52.26	52.53	52.88	53.06	52.69
16135	380	349	473	634	51.91	52.20	52.25	52.59	52.18
15053	356	339	458	613	51.51	51.72	51.93	52.13	51.85
14177	334	329	443	600	51.12	51.48	51.57	51.74	51.54
13300	316	320	433	588	50.81	51.23	51.20	51.45	51.25
12454	301	311	425	577	50.53	50.90	50.92	51.16	50.98
11928	286	302	416	566	50.25	50.58	50.62	50.84	50.70
11402	272	293	407	556	49.98	50.27	50.28	50.46	50.40
10876	258	285	399	546	49.72	49.96	49.92	50.09	50.09
10350	245	278	392	536	49.45	49.67	49.61	49.77	49.80
9824	231	271	385	527	49.18	49.41	49.34	49.50	49.51
9242	216	264	378	518	48.87	49.14	49.00	49.24	49.23
8569	201	257	370	508	48.50	48.85	48.62	48.89	48.90
7896	186	244	363	499	47.95	48.51	48.25	48.43	48.50
7222	167	229	345	489	47.23	47.89	47.47	47.84	47.87
6549	138	199	314	460	46.19	46.57	46.50	46.55	46.82

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **MICHIGAN SCHOOLS** CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON **SOCIOECONOMIC STATUS**

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.27	56.47	56.47	56.76	56.40
90	55.31	52.68	53.03	53.90	55.21	55.16	55.25	55.31	55.04
85	53.46	52.25	52.31	53.23	54.14	54.32	54.30	54.48	54.24
80	52.46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56
75	51.60	51.49	51.42	52.42	52.81	53.02	53.04	53.06	52.98
70	50.88	51.16	51.04	52.03	52.23	52.51	52.53	52.46	52.44
65	50.22	50.84	50.69	51.66	51.72	52.03	52.04	51.98	51.95
60	49.66	50.53	50.40	51.32	51.27	51.57	51.56	51.53	51.52
55	49.17	50.23	50.11	50.97	50.82	51.16	51.11	51.08	51.11
50	48.68	49.95	49.83	50.81	50.37	50.79	50.66	50.65	50.72
45	48.32	49.66	49.56	50.25	49.98	50.35	50.23	50.23	50.32
40	47.96	49.34	49.28	49.87	49.67	49.91	49.82	49.86	49.88
35	47.57	49.07	48.97	49.43	49.07	49.40	49.32	49.25	49.44
30	47.13	48.59	48.65	48.94	48.52	48.77	48.84	48.60	48.95
25	46.75	48.18	48.33	48.39	47.94	48.17	48.20	47.96	48.31
20	46.31	47.73	47.95	47.81	47.21	47.39	47.37	47.16	47.45
15	45.84	47.24	47.50	47.00	46.34	46.36	46.27	46.24	46.40
10	45.25	46.53	46.90	46.00	44.87	44.74	44.79	44.84	45.03
5	44.40	45.43	46.04	44.63	42.94	42.41	42.37	42.46	42.48

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45
90	53.70	52.45	52.28	54.57	53.90	53.82	54.25	54.67	54.08
85	52.26	51.92	51.70	53.90	53.03	53.17	53.50	53.64	53.30
80	51.18	51.54	51.35	53.38	52.50	52.66	53.00	52.96	52.76
75	50.38	51.21	51.04	52.95	52.09	52.23	52.47	52.44	52.27
70	49.74	50.94	50.73	52.58	51.69	51.79	52.03	52.01	51.88
65	49.23	50.67	50.46	52.24	51.23	51.48	51.63	51.63	51.54
60	48.64	50.41	50.20	51.81	50.90	51.16	51.19	51.31	51.22
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.93	50.89
50	47.79	49.92	49.76	51.02	50.23	50.42	50.50	50.53	50.54
45	47.37	49.68	49.53	50.72	49.86	50.06	50.11	50.16	50.17
40	46.96	49.45	49.30	50.30	49.52	49.72	49.72	49.80	49.84
35	46.47	49.21	49.03	49.88	49.20	49.36	49.37	49.44	49.49
30	45.97	48.93	48.76	49.45	48.78	49.01	48.93	49.06	49.11
25	45.49	48.63	48.46	48.86	48.31	48.61	48.48	48.61	48.70
20	45.00	48.29	48.09	48.02	47.58	48.04	47.95	47.98	48.07
15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29
10	43.82	47.21	47.24	45.82	45.41	46.01	45.88	45.34	45.95
5	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	42.29

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 1 SCHOOLS** CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON **SOCIOECONOMIC STATUS**

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.27	56.47	56.47	56.76	56.40
90	55.31	52.68	53.03	53.90	55.21	55.16	55.25	55.31	55.04
85	53.46	52.25	52.31	53.23	54.14	54.32	54.30	54.48	54.24
80	52.46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56
75	51.60	51.49	51.42	52.42	52.81	53.02	53.04	53.06	52.98
70	50.88	51.16	51.04	52.03	52.23	52.51	52.53	52.46	52.44
65	50.22	50.84	50.69	51.66	51.72	52.03	52.04	51.98	51.95
60	49.66	50.53	50.40	51.32	51.27	51.57	51.56	51.53	51.52
55	49.17	50.23	50.11	50.97	50.82	51.16	51.11	51.08	51.11
50	48.68	49.95	49.83	50.61	50.37	50.79	50.66	50.65	50.72
45	48.32	49.66	49.56	50.25	49.98	50.35	50.23	50.23	50.32
40	47.96	49.34	49.28	49.87	49.57	49.91	49.82	49.78	49.88
35	47.57	48.97	48.97	49.43	49.07	49.40	49.32	49.25	49.44
30	47.13	48.59	48.65	48.94	48.52	48.77	48.84	48.60	48.95
25	46.75	48.18	48.33	48.39	47.94	48.17	48.20	47.96	48.31
20	46.31	47.73	47.95	47.81	47.21	47.39	47.37	47.16	47.45
15	45.84	47.24	47.50	47.00	46.34	46.36	46.27	46.24	46.40
10	45.25	46.53	46.90	46.00	44.87	44.74	44.79	44.84	44.83
5	44.40	45.43	46.04	44.63	42.94	42.41	42.37	42.46	42.48

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45
90	53.70	52.45	52.28	54.57	53.90	53.82	54.25	54.67	54.08
85	52.26	51.92	51.70	53.90	53.03	53.17	53.50	53.64	53.30
80	51.18	51.54	51.35	53.38	52.50	52.66	53.00	52.96	52.76
75	50.38	51.21	51.04	52.95	52.09	52.23	52.47	52.44	52.27
70	49.74	50.94	50.73	52.58	51.69	51.79	52.03	52.01	51.88
65	49.23	50.67	50.46	52.24	51.23	51.48	51.63	51.63	51.54
60	48.64	50.41	50.20	51.81	50.90	51.16	51.19	51.31	51.22
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.93	50.89
50	47.79	49.92	49.76	51.02	50.23	50.42	50.50	50.53	50.54
45	47.37	49.68	49.53	50.72	49.86	50.06	50.11	50.16	50.17
40	46.96	49.45	49.30	50.30	49.52	49.72	49.72	49.80	49.84
35	46.47	49.21	49.03	49.88	49.20	49.36	49.37	49.44	49.49
30	45.97	48.93	48.76	49.45	48.78	49.01	48.93	49.06	49.11
25	45.49	48.63	48.46	48.86	48.31	48.61	48.48	48.61	48.70
20	45.00	48.29	48.09	48.02	47.58	48.04	47.95	47.98	48.07
15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29
10	43.82	47.21	47.24	45.82	45.41	46.01	45.88	45.94	45.95
5	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	43.29

AVERAGE SCORES ON ASSESSMENT MEASURES FOR

REGION 2 SCHOOLS

CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON

SOCIOECONOMIC STATUS

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.27	56.47	56.47	56.76	56.40
90	55.31	52.68	53.03	53.90	55.21	55.16	55.25	55.31	55.04
85	53.46	52.25	52.31	53.23	54.14	54.32	54.30	54.48	54.24
80	52.46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56
75	51.60	51.49	51.42	52.42	52.81	53.02	53.04	53.06	52.98
70	50.88	51.16	51.04	52.03	52.23	52.51	52.53	52.46	52.44
65	50.22	50.84	50.69	51.66	51.72	52.03	52.04	51.98	51.95
60	49.66	50.53	50.40	51.32	51.27	51.57	51.56	51.53	51.52
55	49.17	50.23	50.11	50.97	50.82	51.16	51.11	51.08	51.11
50	48.68	49.95	49.83	50.61	50.37	50.79	50.66	50.65	50.72
45	48.32	49.66	49.56	50.25	49.98	50.35	50.23	50.23	50.32
40	47.96	49.34	49.28	49.87	49.57	49.91	49.82	49.78	49.88
35	47.57	48.97	48.97	49.43	49.07	49.40	49.32	49.25	49.44
30	47.19	48.59	48.65	48.94	48.52	48.77	48.84	48.60	48.95
25	46.75	48.18	48.33	48.39	47.94	48.17	48.20	47.96	48.31
20	46.31	47.73	47.95	47.81	47.21	47.39	47.37	47.16	47.45
15	45.84	47.24	47.50	47.00	46.34	46.96	46.27	46.84	46.40
10	45.25	46.53	46.90	46.00	44.87	44.74	44.79	44.84	45.03
5	44.40	45.43	46.04	44.63	42.94	42.41	42.37	42.46	42.48

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45
90	53.70	52.45	52.28	54.57	53.90	53.82	54.25	54.67	54.08
85	52.26	51.92	51.70	53.90	53.03	53.17	53.50	53.64	53.30
80	51.15	51.54	51.35	53.38	52.50	52.66	53.00	52.96	52.76
75	50.38	51.21	51.04	52.95	52.09	52.23	52.47	52.44	52.27
70	49.74	50.94	50.73	52.58	51.69	51.89	52.03	52.01	51.88
65	49.23	50.67	50.46	52.24	51.23	51.48	51.63	51.63	51.54
60	48.64	50.41	50.20	51.81	50.90	51.16	51.19	51.31	51.22
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.93	50.89
50	47.79	49.92	49.76	51.02	50.23	50.42	50.50	50.53	50.54
45	47.37	49.68	49.53	50.72	49.86	50.06	50.11	50.16	50.17
40	46.96	49.45	49.30	50.30	49.52	49.72	49.72	49.80	49.84
35	46.47	49.21	49.03	49.88	49.20	49.36	49.37	49.44	49.49
30	45.97	48.93	48.76	49.45	48.78	49.01	48.93	49.06	49.11
25	45.49	48.63	48.46	48.86	48.31	48.61	48.48	48.61	48.70
20	45.06	48.29	48.09	48.02	47.58	48.04	47.95	47.98	48.07
15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29
10	43.82	47.21	47.24	45.82	45.41	46.01	45.88	45.34	45.95
5	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	42.29

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 3 SCHOOLS** CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON **SOCIOECONOMIC STATUS**

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.27	56.47	56.47	56.76	56.40
90	55.31	52.68	53.03	53.90	55.21	55.16	55.25	55.31	55.04
85	53.46	52.25	52.31	53.23	54.14	54.32	54.30	54.48	54.24
80	52.46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56
75	51.60	51.49	51.42	52.42	52.81	53.02	53.04	53.06	52.98
70	50.88	51.16	51.04	52.03	52.23	52.51	52.53	52.46	52.44
65	50.22	50.84	50.69	51.66	51.72	52.03	52.04	51.98	51.95
60	49.66	50.53	50.40	51.32	51.27	51.57	51.56	51.53	51.52
55	49.17	50.23	50.11	50.97	50.82	51.16	51.11	51.08	51.11
50	48.68	49.95	49.83	50.61	50.37	50.79	50.66	50.65	50.72
45	48.32	49.66	49.56	50.25	49.98	50.35	50.23	50.23	50.32
40	47.96	49.34	49.28	49.87	49.57	49.91	49.82	49.78	49.88
35	47.57	48.97	48.97	49.43	49.07	49.40	49.32	49.25	49.44
30	47.13	48.59	48.68	48.94	48.52	48.77	48.84	48.60	48.95
25	46.75	48.18	48.33	48.39	47.94	48.17	48.20	47.96	48.31
20	46.31	47.73	47.95	47.81	47.21	47.39	47.37	47.16	47.45
15	45.84	47.24	47.50	47.00	46.34	46.36	46.27	46.24	46.40
10	45.25	46.53	46.90	46.00	44.87	44.74	44.79	44.84	45.03
5	44.40	45.43	46.04	44.63	42.94	42.41	42.37	42.46	42.48

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45
90	53.70	52.45	52.28	54.57	53.90	53.82	54.25	54.67	54.08
85	52.26	51.92	51.70	53.90	53.03	53.17	53.50	53.64	53.30
80	51.18	51.54	51.35	53.08	52.50	52.66	53.00	52.96	52.76
75	50.38	51.21	51.04	52.95	52.09	52.23	52.47	52.44	52.27
70	49.74	50.94	50.73	52.58	51.69	51.79	52.03	52.01	51.88
65	49.23	50.67	50.46	52.24	51.23	51.48	51.63	51.63	51.54
60	48.64	50.41	50.20	51.81	50.90	51.16	51.19	51.31	51.22
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.93	50.89
50	47.79	49.92	49.76	51.02	50.23	50.42	50.50	50.53	50.54
45	47.37	49.68	49.53	50.72	49.86	50.06	50.11	50.16	50.17
40	46.96	49.45	49.30	50.30	49.52	49.72	49.72	49.80	49.84
35	46.47	49.21	49.08	49.88	49.20	49.36	49.37	49.44	49.49
30	45.97	48.93	48.76	49.45	48.78	49.01	48.93	49.06	49.11
25	45.49	48.63	48.46	48.86	48.31	48.61	48.48	48.61	48.70
20	45.00	48.29	48.09	48.02	47.58	48.04	47.95	47.98	48.07
15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29
10	43.82	47.21	47.24	45.82	45.41	46.01	45.88	45.34	45.95
5	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	43.29

AVERAGE SCORES ON ASSESSMENT MEASURES FOR **REGION 4 SCHOOLS** CLASSIFIED INTO UPPER, MIDDLE, OR LOWER THIRDS ON **SOCIOECONOMIC STATUS**

GRADE 4

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	58.99	53.32	54.03	54.80	57.27	56.47	56.47	56.76	56.40
90	55.31	52.68	53.03	53.90	55.21	55.16	55.25	55.31	55.04
85	53.46	52.25	52.31	53.23	54.14	54.32	54.30	54.48	54.24
80	52.46	51.84	51.84	52.82	53.40	53.60	53.65	53.70	53.56
75	51.60	51.49	51.42	52.42	52.81	53.02	53.04	53.06	52.98
70	50.88	51.16	51.04	52.03	52.25	52.51	52.53	52.46	52.44
65	50.22	50.84	50.69	51.66	51.72	52.03	52.04	51.98	51.95
60	49.66	50.53	50.40	51.32	51.27	51.57	51.56	51.53	51.52
55	49.17	50.23	50.11	50.97	50.82	51.16	51.11	51.08	51.11
50	48.68	49.95	49.83	50.61	50.37	50.79	50.66	50.65	50.72
45	48.32	49.66	49.56	50.25	49.98	50.35	50.23	50.23	50.32
40	47.96	49.34	49.28	49.87	49.57	49.91	49.82	49.78	49.88
35	47.57	48.97	48.97	49.43	49.07	49.40	49.32	49.25	49.44
30	47.13	48.89	48.65	48.94	48.52	48.77	48.84	48.60	48.95
25	46.73	48.18	48.33	48.39	47.94	48.17	48.20	47.96	48.31
20	46.31	47.73	47.95	47.81	47.21	47.39	47.37	47.16	47.45
15	45.84	47.24	47.50	47.00	46.34	46.36	46.27	46.24	46.40
10	45.25	46.53	46.90	46.00	44.87	44.74	44.79	44.84	45.03
5	44.40	45.43	46.04	44.63	42.94	42.41	42.37	42.46	42.48

GRADE 7

PERCENTILE DISTRIBUTION	VARIABLES ASSUMED TO INFLUENCE ACHIEVEMENT				ACHIEVEMENT				
	SES	ATTITUDES AND ASPIRATIONS				BASIC SKILLS			
	SOCIO-ECONOMIC STATUS	A IMPORTANCE OF SCHOOL ACHIEVEMENT	B SELF PERCEPTION	C ATTITUDE TOWARD SCHOOL	VOCABULARY	READING	ENGLISH EXPRESSION	MATHEMATICS	BASIC SKILLS COMPOSITE ACHIEVEMENT
95	56.67	53.14	53.21	55.48	55.38	55.23	55.27	56.07	55.45
90	53.70	52.45	52.28	54.57	53.90	53.82	54.25	54.67	54.08
85	52.26	51.92	51.70	53.90	53.03	53.17	53.50	53.64	53.30
80	51.18	51.54	51.35	53.38	52.50	52.66	53.00	52.96	52.76
75	50.38	51.21	51.04	52.95	52.09	52.23	52.47	52.44	52.27
70	49.74	50.94	50.73	52.58	51.69	51.79	52.03	52.01	51.88
65	49.23	50.67	50.46	52.24	51.23	51.48	51.83	51.63	51.54
60	48.64	50.41	50.20	51.81	50.90	51.16	51.19	51.31	51.22
55	48.18	50.16	49.98	51.35	50.57	50.79	50.86	50.93	50.89
50	47.79	49.92	49.76	51.02	50.23	50.42	50.50	50.53	50.54
45	47.37	49.68	49.53	50.72	49.86	50.06	50.11	50.16	50.17
40	46.96	49.45	49.30	50.30	49.52	49.72	49.72	49.80	49.84
35	46.47	49.21	49.03	49.88	49.20	49.36	49.37	49.44	49.49
30	45.97	48.93	48.76	49.45	48.78	49.01	48.93	49.06	49.11
25	45.49	48.63	48.46	48.86	48.31	48.61	48.48	48.61	48.70
20	45.00	48.29	48.09	48.02	47.58	48.04	47.95	47.98	48.07
15	44.47	47.83	47.63	46.95	46.82	47.33	47.19	47.02	47.29
10	43.82	47.21	47.24	45.82	45.41	46.01	45.88	45.34	45.95
5	42.70	46.46	46.12	43.94	42.23	43.64	43.38	42.05	43.29

CHAPTER VI

SUMMARY

The purpose of this chapter is to briefly summarize the data presented in Chapters IV and V. This chapter should be read after examining the limits and cautions discussed in Chapter I. A summarized response to the questions concerned with composite achievement is presented first and then a response to socioeconomic status questions is presented.

Composite Achievement

1-a DO SCHOOL DISTRICTS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN DISTRICTS ON COMPOSITE ACHIEVEMENT ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

1-b DO SCHOOLS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN SCHOOLS ON COMPOSITE ACHIEVEMENT ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

In general and on the average, the answer was yes to both of these questions. Furthermore, the answer was generally yes at both the fourth and seventh grade levels and for both the district level and the school level data. Those districts and schools that scored in the upper third of a ranking of the State's districts on composite achievement showed a clear tendency to score relatively high on other measures also. Those districts and schools that scored in the middle and lower thirds on composite achievement generally scored in the middle and lower thirds on the other assessment measures. However, it should be noted that the relationships were less pronounced for these thirds than for the upper third.

Socioeconomic Status

2-a DO SCHOOL DISTRICTS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN DISTRICTS ON SOCIOECONOMIC STATUS ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

2-b DO SCHOOLS THAT SCORE IN THE UPPER (OR MIDDLE, OR LOWER) THIRD OF A RANKING OF MICHIGAN SCHOOLS ON SOCIOECONOMIC STATUS ALSO SCORE RELATIVELY HIGH (OR IN THE MIDDLE, OR RELATIVELY LOW) ON CERTAIN OTHER ASSESSMENT MEASURES?

As stated above, in general and on the average, the answer was yes to both of these questions. Furthermore, the answer was generally yes at both the fourth and seventh grade levels and for both the district level and the school level data. Those districts and schools that scored in the upper third of a ranking of the State's districts on socioeconomic status showed a clear tendency to score relatively high on other measures also. Those districts and schools that scored in the middle and lower thirds on socioeconomic status generally scored in the middle and lower thirds on the other assessment measures. However, it should be noted that the relationships were less pronounced for these thirds than for the upper third.

Regional Tables

The regional tables can be interpreted in the same manner as the tables for the state as a whole. A perusal of the regional tables indicates that they would also yield a generally affirmative answer to the above questions. Because the regional tables do not produce additional useful information, tables classified according to regions will not be used in the future.

APPENDIX

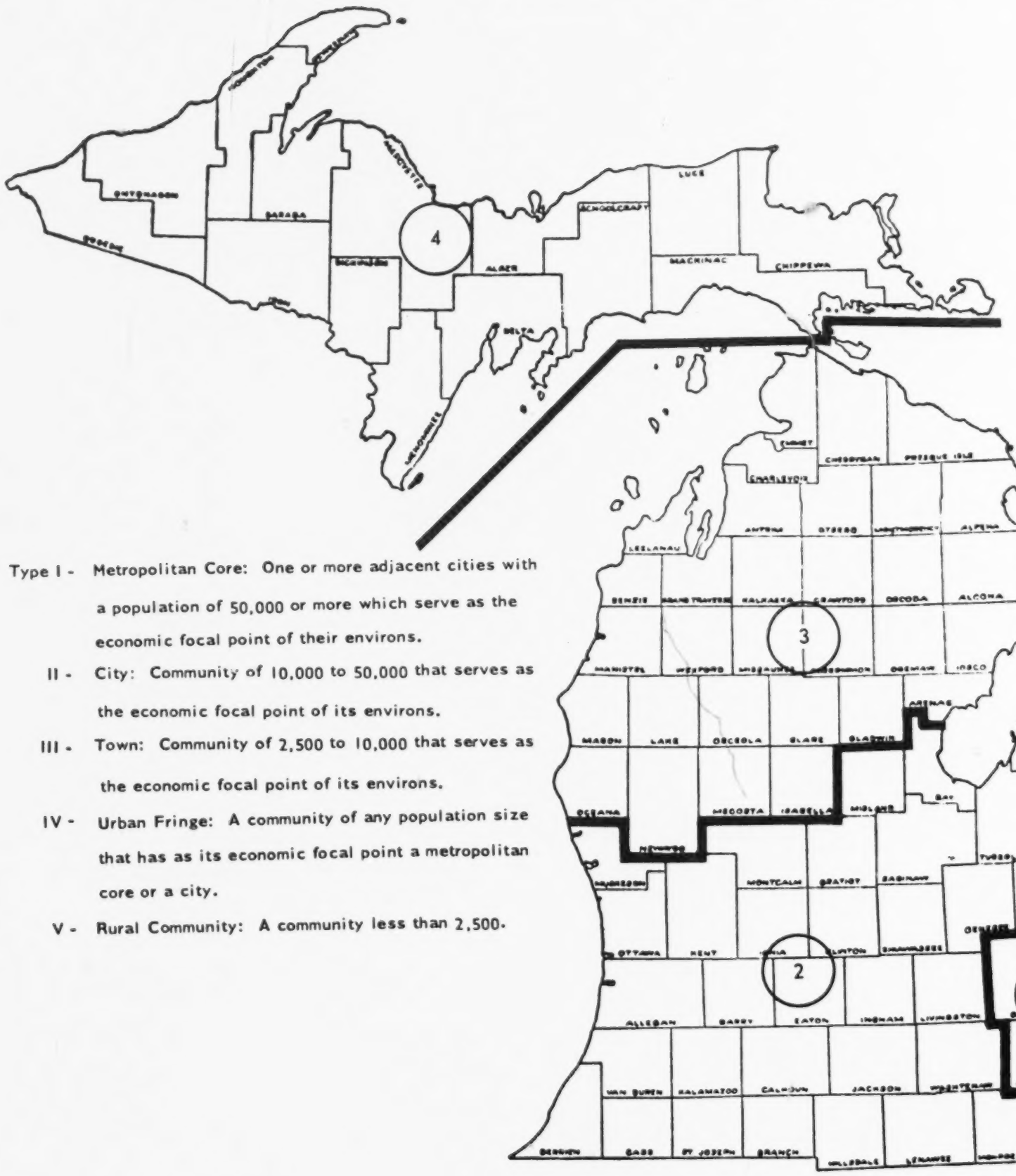
REGION AND COMMUNITY TYPE CATEGORIES

Region 1 - Wayne, Oakland and Macomb Counties.

2 - All counties in Southern Michigan that are south of and including Muskegon, Kent, Montcalm, Gratiot, Midland and Bay counties. This excludes Region 1.

3 - All counties that are north of the above mentioned line and that are in the Lower Peninsula.

4 - All counties that are in the Upper Peninsula.



Type I - Metropolitan Core: One or more adjacent cities with a population of 50,000 or more which serve as the economic focal point of their environs.

II - City: Community of 10,000 to 50,000 that serves as the economic focal point of its environs.

III - Town: Community of 2,500 to 10,000 that serves as the economic focal point of its environs.

IV - Urban Fringe: A community of any population size that has as its economic focal point a metropolitan core or a city.

V - Rural Community: A community less than 2,500.